



INVESTIGATING  
THE QUESTIONS

2014

# RELEASED TEST

ALIGNED TO THE  
STANDARDS

ALGEBRA I

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# Released Tests User Guide

## IQ Analysis | Investigating the Question

Student Expectation and Reporting Category  
All questions for a Student Expectation clustered together

DISCUSS: How many questions were asked for this SE over the past two years?

Student Expectation description.

DISCUSS: Which parts of the student expectations (SE) have been tested?

### IQ Analysis | Investigating the Question

SE# Student Expectation

SE #

RC #

Units:

COMPLETE: List units in the district curriculum in which this SE is included.

TO DO: Review Items prior to that unit.

SE #	Analysis of Assessed Standards			
[Year] [Question #]	Dual Coding	Content		
		Process		
PLC for PLC Analysis	Stimulus			
		Thinking		
Related SEs				
Data Analysis				
SE Level Data			State	Local
Item	State	Local	Error Type	
A/F			<input type="checkbox"/> Procedural	
B/G			<input type="checkbox"/> Application	
C/H			<input type="checkbox"/> Conceptual	
D/J			<input type="checkbox"/> Guessing	
Instructional Analysis				
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught)			
	<input type="checkbox"/> Requires application (learned)			
Depth of Knowledge	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3		
	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4		
Concept				

Year of test and question number

Item

\* Correct answer

Dual coding and standard type assessed

COMPLETE: Stimulus (if any)

DISCUSS and NOTE: Level of thinking required (refer to content or process standard). Note any associated SEs also assessed by the item.

State level SE data and item analysis

COMPLETE: Local data for SE and item analysis

DISCUSS and NOTE: Error pattern (highly selected or evenly distributed) and error type(s) - see below

DISCUSS and NOTE:

- Was the item similar to one used in instruction or one which required the student to transfer learning?
- What is the level of the question using Depth of Knowledge or other taxonomy? – see below
- What concepts were assessed in the question? (refer to district curriculum or other support materials)

#### Error Types

A highly chosen incorrect response indicates students may have made one or more of these error types:

- **Procedural Errors** Students cannot complete content specific procedures accurately. Make low-level mistake/careless error.
- **Application Errors** Students cannot transfer learning between contexts (item doesn't look like samples used in class) or stop too early in problem solving.
- **Conceptual Errors** Students have misunderstanding about the underlying concepts. Mix up concepts.

Evenly distributed incorrect responses suggests **Guessing Error**

So What?	So what did we learn? What are the big take-aways? What are the major issues?
Now What?	How do adapt instruction? Select materials? Structure intervention? What do we formatively assess?

A.1A	Analysis of Assessed Standards			
<p>2014 – Q4</p> <p><b>4</b> A teacher will determine the total number of books to order for a class using the function <math>b(n) = 4n</math>, where <math>n</math> represents the number of students in the class. What is the independent quantity in this situation?</p> <p><b>F</b> The number of students in the class</p> <p><b>G</b> The total number of books to order</p> <p><b>H</b> The number of books each student needs</p> <p><b>J</b> Not here</p> <p><b>* Correct answer (F)</b></p>	<b>Dual Coding</b>	Content	Supporting	
		Process		
	<b>PLC for PLC Analysis</b>	Stimulus		
		Thinking		
	Related SEs			
	<b>Data Analysis</b>			
	<b>SE Level Data</b>		State	Local
	<b>Item</b>	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F*			
	B/G			
C/H				
D/J				
<b>Instructional Analysis</b>				
<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
<b>Concept</b>				

A.1A	Analysis of Assessed Standards			
<p>2013 – Q35</p> <p>A print shop charges a fixed amount per photocopy and gives a 10% discount off the total cost of the photocopies. The total cost is a function of the number of photocopies made. What is the independent quantity in this situation?</p> <p><b>A</b> The total cost of the photocopies</p> <p><b>B</b> The price per photocopy</p> <p><b>C</b> The amount of the discount</p> <p><b>D</b> The total number of photocopies made</p> <p><b>* Correct answer (D)</b></p>	<b>Dual Coding</b>	Content	Supporting	
		Process		
	<b>PLC for PLC Analysis</b>	Stimulus		
		Thinking		
	Related SEs			
	<b>Data Analysis</b>			
	<b>SE Level Data</b>		State	Local
	<b>Item</b>	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F			
	B/G			
C/H				
*D/J				
<b>Instructional Analysis</b>				
<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
<b>Concept</b>				

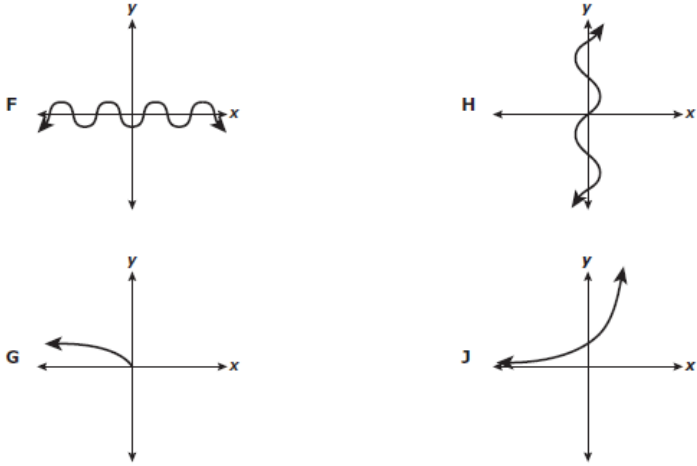
So What?	
Now What?	

**A.1B** gather and record data and use data sets to determine functional relationships between quantities

**Units:**

A.1B		Analysis of Assessed Standards		
2014 – Q19  <b>19</b> Which set of ordered pairs represents $y$ as a function of $x$ ?  <b>A</b> $\{(-9, 2), (0, 6), (1, -2), (-3, 6)\}$  <b>B</b> $\{(-1, 0), (4, 3), (-7, -3), (-1, -8)\}$  <b>C</b> $\{(3, 2), (-4, -2), (3, 1), (-4, 1)\}$  <b>D</b> $\{(5, 4), (2, 3), (1, 1), (2, 4)\}$		Dual Coding	Content	Supporting
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
Related SEs				
<b>Data Analysis</b>				
SE Level Data			State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
*A/F				
B/G				
C/H				
D/J				
<b>Instructional Analysis</b>				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				

\* Correct answer (A)

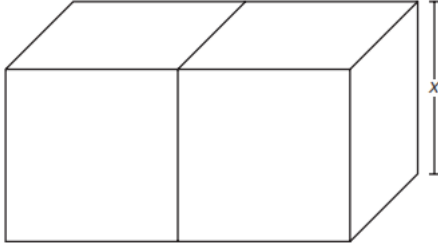
A.1B		Analysis of Assessed Standards		
2013 – Q32  Which graph does not represent $y$ as a function of $x$ ?  		Dual Coding	Content	Supporting
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
Related SEs				
<b>Data Analysis</b>				
SE Level Data			State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
A/F				
B/G				
C/H*				
D/J				
<b>Instructional Analysis</b>				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				

\* Correct answer (H)

So What?	
Now What?	

**A.1C** describe functional relationships for given problem situations and write equations or inequalities to answer questions arising from the situations

**Units:**

A.1C		Analysis of Assessed Standards		
<p>2014 – Q44</p> <p>44 The volume of two identical cubes is related to the edge length of the cubes.</p>  <p>Which function represents the combined volume of these cubes?</p> <p><b>F</b> <math>y = 2x^3</math></p> <p><b>G</b> <math>y = x^3</math></p> <p><b>H</b> <math>y = 8x^3</math></p> <p><b>J</b> <math>y = 2x^2</math></p> <p>* Correct answer (F)</p>		Dual Coding	Content	Supporting
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
		Related SEs		
Data Analysis				
SE Level Data			State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
A/F*				
B/G				
C/H				
D/J				
Instructional Analysis				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				

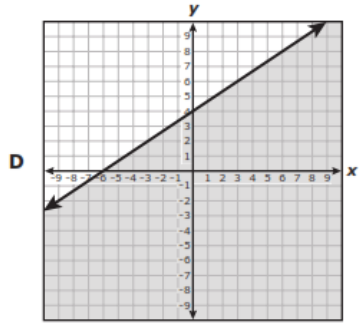
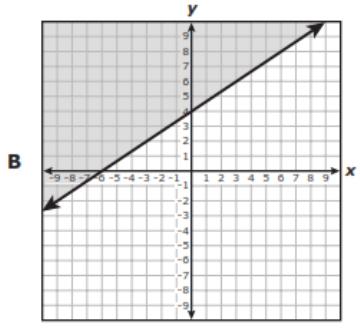
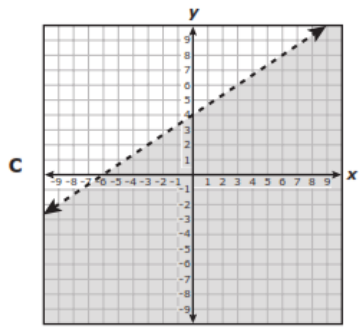
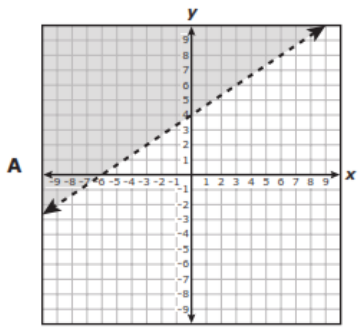
A.1C		Analysis of Assessed Standards		
<p>2013 – Q4</p> <p>A family will travel 350 miles from their house in order to reach Dallas, TX. Which inequality can be used to find all possible values of <math>t</math>, the time it will take this family to reach Dallas in hours, if they travel at an average speed of at least <math>r</math> miles per hour?</p> <p><b>F</b> <math>t \leq 350r</math></p> <p><b>G</b> <math>t &gt; \frac{r}{350}</math></p> <p><b>H</b> <math>t \leq \frac{350}{r}</math></p> <p><b>J</b> <math>t &gt; 350r^2</math></p> <p>* Correct answer (H)</p>		Dual Coding	Content	Supporting
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
		Related SEs		
Data Analysis				
SE Level Data			State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
A/F				
B/G				
C/H*				
D/J				
Instructional Analysis				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				

So What?	
Now What?	

A.1D represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities

Units:

A.1D		Analysis of Assessed Standards		
2014 – Q15		Dual Coding	Content	Readiness
			Process	
15 Which graph represents the inequality $-2x + 3y > 12$ ?		PLC for PLC Analysis	Stimulus	
			Thinking	
Related SEs				
<b>Data Analysis</b>				
SE Level Data			State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
*A/F				
B/G				
C/H				
D/J				
<b>Instructional Analysis</b>				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				



\* Correct answer (A)

So What?	
Now What?	

**A.1D**

2014 – Q28

28 The number of possible pairings of 2 objects selected from a set of  $x$  objects can be modeled by  $p(x) = 0.5x(x - 1)$ . Which table shows this quadratic relationship?

Objects

Number of Objects, $x$	Possible Pairings, $p(x)$
2	1
4	6
9	28
13	78

**F**

Objects

Number of Objects, $x$	Possible Pairings, $p(x)$
2	1
3	3
7	22
13	78

**H**

Objects

Number of Objects, $x$	Possible Pairings, $p(x)$
2	1
5	10
8	28
12	66

**G**

Objects

Number of Objects, $x$	Possible Pairings, $p(x)$
2	1
4	6
10	44
12	66

**J**

**\* Correct answer (G)**

Analysis of Assessed Standards		
Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
Data Analysis		
SE Level Data	State	Local
Item	State	Local
A/F		
B/G*		
C/H		
D/J		
Error Type		
<input type="checkbox"/> Procedural		
<input type="checkbox"/> Application		
<input type="checkbox"/> Conceptual		
<input type="checkbox"/> Guessing		
Instructional Analysis		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught)	
	<input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3
	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4
Concept		

**A.1D**

2013 – Q8

Which table shows the same relationship as  $y = -x^2 + 3x$ ?

**F**

$x$	-2	-1	0	1	2
$y$	-2	-2	0	4	10

**G**

$x$	-2	-1	0	1	2
$y$	-2	-1	0	1	2

**H**

$x$	-2	-1	0	1	2
$y$	-10	-4	0	2	2

**J**

$x$	-2	-1	0	1	2
$y$	-10	-4	0	4	10

**\* Correct answer (H)**

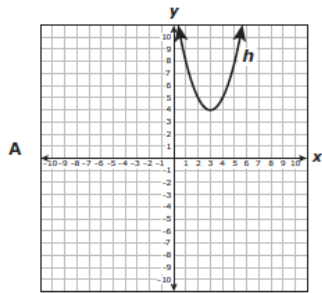
Analysis of Assessed Standards		
Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
Data Analysis		
SE Level Data	State	Local
Item	State	Local
A/F		
B/G		
C/H*		
D/J		
Error Type		
<input type="checkbox"/> Procedural		
<input type="checkbox"/> Application		
<input type="checkbox"/> Conceptual		
<input type="checkbox"/> Guessing		
Instructional Analysis		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught)	
	<input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3
	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4
Concept		

So What?	
Now What?	

**A.1D**

2013 – Q25

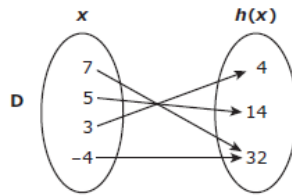
The graph of the quadratic function  $h$  passes through the points  $(-4, 32)$ ,  $(3, 4)$ ,  $(5, 14)$ , and  $(7, 32)$ . Which of the following shows the same relationship as  $h$ ?



**C**

$x$	$h(x)$
32	-4
4	3
14	5
32	7

**B**  $h(x) = x^2 + 3x + 4$



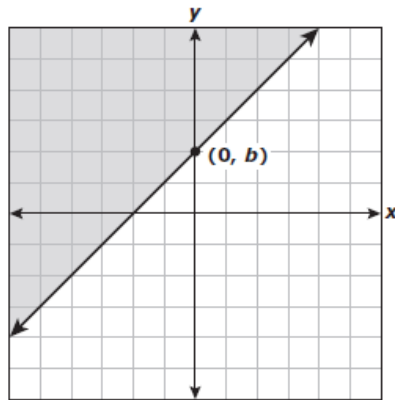
\* Correct answer (D)

Analysis of Assessed Standards			
Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
Related SEs			
Data Analysis			
SE Level Data		State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A/F			
B/G			
C/H			
*D/J			
Instructional Analysis			
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3	
	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4	
Concept			

**A.1D**

2013 – Q50

Which inequality can be represented by the graph below?



- F**  $y \geq x + b$
- G**  $x - y \geq -b$
- H**  $x + y \leq b$
- J**  $-y \leq x + b$

\* Correct answer (F)

Analysis of Assessed Standards			
Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
Related SEs			
Data Analysis			
SE Level Data		State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A/F*			
B/G			
C/H			
D/J			
Instructional Analysis			
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3	
	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4	
Concept			

So What?	
Now What?	



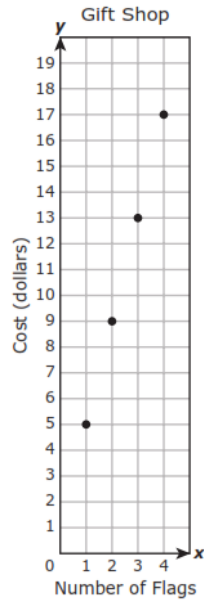
A.1E	Analysis of Assessed Standards				
<p>2014 – Q9</p> <p>9 One type of redwood tree has an average height of 65 feet when it is 20 years old. If the tree is more than 20 years old, the average height, <math>h</math>, can be modeled by the function <math>h = 1.95(a - 20) + 65</math>, where <math>a</math> is the age of the tree in years. Which statement about this situation is true?</p> <p><b>A</b> Every additional 1.95 ft of length over 20 ft adds 45 years to the age of this type of redwood tree.</p> <p><b>B</b> For this type of redwood tree, the average height increases by 1.95 ft per year throughout its lifetime.</p> <p><b>C</b> Each additional year of age over 20 years adds 1.95 ft to the average height of this type of redwood tree.</p> <p><b>D</b> For this type of redwood tree, the average height increases by 65 ft for every 20 years of growth.</p> <p><b>* Correct answer (C)</b></p>	<b>Dual Coding</b>	<b>Content</b>	Readiness		
		<b>Process</b>			
		<b>PLC for PLC Analysis</b>	<b>Stimulus</b>		
			<b>Thinking</b>		
		<b>Related SEs</b>			
	<b>Data Analysis</b>				
	<b>SE Level Data</b>			<b>State</b>	<b>Local</b>
	<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b>	
	A/F			<input type="checkbox"/> Procedural	
	B/G			<input type="checkbox"/> Application	
*C/H			<input type="checkbox"/> Conceptual		
D/J			<input type="checkbox"/> Guessing		
<b>Instructional Analysis</b>					
<b>Evidence of Transfer</b>		<input type="checkbox"/> Similar to examples (taught)			
		<input type="checkbox"/> Requires application (learned)			
<b>Depth of Knowledge</b>		<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3		
		<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4		
<b>Concept</b>					

So What?	
Now What?	

**A.1E**

2014 – Q35

**35** The graph shows the cost of purchasing  $x$  small flags at a gift shop if the flags are equally priced.



Based on this information, which ordered pair represents an additional point on the graph?

- A** (5, 19)
- B** (8, 34)
- C** (6, 24)
- D** (7, 29)

**\* Correct answer (D)**

**Analysis of Assessed Standards**

<b>Dual Coding</b>	<b>Content</b>	Readiness
	<b>Process</b>	
<b>PLC for PLC Analysis</b>	<b>Stimulus</b>	
	<b>Thinking</b>	
<b>Related SEs</b>		
<b>Data Analysis</b>		
<b>SE Level Data</b>		
	<b>State</b>	<b>Local</b>
<b>Item</b>	<b>State</b>	<b>Local</b>
A/F		
B/G		
C/H		
*D/J		
<b>Error Type</b>		
<input type="checkbox"/> Procedural		
<input type="checkbox"/> Application		
<input type="checkbox"/> Conceptual		
<input type="checkbox"/> Guessing		
<b>Instructional Analysis</b>		
<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught)	
	<input type="checkbox"/> Requires application (learned)	
<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3
	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4
<b>Concept</b>		

So What?	
Now What?	

**A.1E**

2014 – Q54

54 The table shows the population,  $p$ , of mice in a field at the end of  $m$  months.

Mouse Population

Time, $m$ (months)	Population, $p$
0	6
1	12
2	24
3	48
4	96

Based on the data in the table, what will be the population of mice in the field at the end of 8 months?

**F** 192  
**G** 3,072  
**H** 1,536  
**J** 256

**\* Correct answer (H)**

Analysis of Assessed Standards			
<b>Dual Coding</b>	<b>Content</b>	Readiness	
	<b>Process</b>		
<b>PLC for PLC Analysis</b>	<b>Stimulus</b>		
	<b>Thinking</b>		
<b>Related SEs</b>			
Data Analysis			
<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A/F			
B/G			
C/H*			
D/J			
Instructional Analysis			
<b>Evidence of Transfer</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
<b>Depth of Knowledge</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
<b>Concept</b>			

**A.1E**

2013 – Q18

The population of a town is currently 9,000. The function  $p = 9,000 + 8t^2$  can be used to estimate  $p$ , the population of the town  $t$  years from now. Based on this function, which statement is true?

**F** The population of the town is increasing at a constant rate.  
**G** The population of the town will reach 10,000 between 11 and 12 years from now.  
**H** The population of the town will increase by 256 people two years from now.  
**J** The population of the town will increase and then decrease.

**\* Correct answer (G)**

Analysis of Assessed Standards			
<b>Dual Coding</b>	<b>Content</b>	Readiness	
	<b>Process</b>		
<b>PLC for PLC Analysis</b>	<b>Stimulus</b>		
	<b>Thinking</b>		
<b>Related SEs</b>			
Data Analysis			
<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A/F			
B/G*			
C/H			
D/J			
Instructional Analysis			
<b>Evidence of Transfer</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
<b>Depth of Knowledge</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
<b>Concept</b>			

So What?	
Now What?	

**A.1E**

2013 – Q42

The dishwasher at a restaurant is loaded with the same number of dishes every time it is used. The table below shows the total number of dishes washed as a function of the number of times the dishwasher is used.

Restaurant Dishwasher

Number of Times Used	Total Number of Dishes Washed
2	52
4	104
6	156
8	208

Based on the data in the table, what is the total number of dishes that will have been washed when the dishwasher is used 9 times?

Record your answer and fill in the bubbles on your answer document.

\* Correct answer (234)

**Analysis of Assessed Standards**

Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
Related SEs			
<b>Data Analysis</b>			
SE Level Data		State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A/F			
B/G			
C/H			
D/J			
<b>Instructional Analysis</b>			
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept			

So What?	
Now What?	

<b>A.2A</b>	<b>Analysis of Assessed Standards</b>			
<p>2014 – Q16</p> <p><b>16</b> Which statement about the quadratic parent function is true?</p> <p><b>F</b> Its graph is symmetrical about the <math>x</math>-axis.</p> <p><b>G</b> Its graph is symmetrical about the <math>y</math>-axis.</p> <p><b>H</b> Its domain is the set of all non-negative numbers.</p> <p><b>J</b> Its range is the set of all real numbers.</p> <p><b>* Correct answer (G)</b></p>	<b>Dual Coding</b>	Content	Supporting	
		Process		
	<b>PLC for PLC Analysis</b>	Stimulus		
		Thinking		
	<b>Related SEs</b>			
	<b>Data Analysis</b>			
	<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
	<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F			
	B/G*			
C/H				
D/J				
<b>Instructional Analysis</b>				
<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
<b>Concept</b>				

<b>A.2A</b>	<b>Analysis of Assessed Standards</b>			
<p>2013 – Q36</p> <p>The set of ordered pairs below represents some points on the graph of function <math>f</math>.</p> <p style="text-align: center;"><math>\{(3, 11), (-1, 3), (5, 15), (-4, -3), (-7, -9)\}</math></p> <p>What is the parent function of <math>f</math>?</p> <p><b>F</b> <math>y = x</math></p> <p><b>G</b> <math>y = 2^x</math></p> <p><b>H</b> <math>y = x^2</math></p> <p><b>J</b> <math>y = \sqrt{x}</math></p> <p><b>* Correct answer (F)</b></p>	<b>Dual Coding</b>	Content	Supporting	
		Process		
	<b>PLC for PLC Analysis</b>	Stimulus		
		Thinking		
	<b>Related SEs</b>			
	<b>Data Analysis</b>			
	<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
	<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F*			
	B/G			
C/H				
D/J				
<b>Instructional Analysis</b>				
<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
<b>Concept</b>				

So What?	
Now What?	

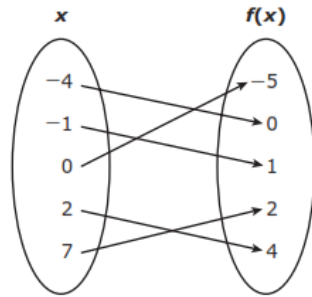
**A.2B** identify mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete

**Units:**

**A.2B**

2014 – Q10

**10** The mapping below represents all of the points on the graph of function  $f$ .



What is the domain of  $f$ ?

- F**  $\{-4, -1, 0, 2, 7\}$
- G**  $\{-5, -4, -1, 0, 1, 2, 4, 7\}$
- H**  $\{-5, 0, 1, 2, 4\}$
- J**  $\{5\}$

\* Correct answer (F)

**Analysis of Assessed Standards**

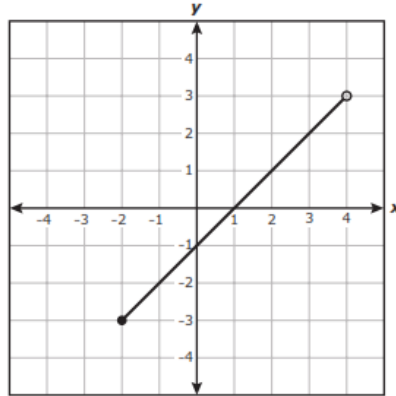
Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
<b>Data Analysis</b>		
SE Level Data		
	State	Local
Item	State	Local
A/F*		
B/G		
C/H		
D/J		
<b>Instructional Analysis</b>		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
Concept		

So What?	
Now What?	

**A.2B**

2014 – Q39

39 Function  $f$  is graphed below.



What is the range of  $f$ ?

- A  $\{x | -2 \leq x < 4\}$
- B  $\{x | -2 < x \leq 4\}$
- C  $\{y | -3 < y \leq 3\}$
- D  $\{y | -3 \leq y < 3\}$

\* Correct answer (D)

**Analysis of Assessed Standards**

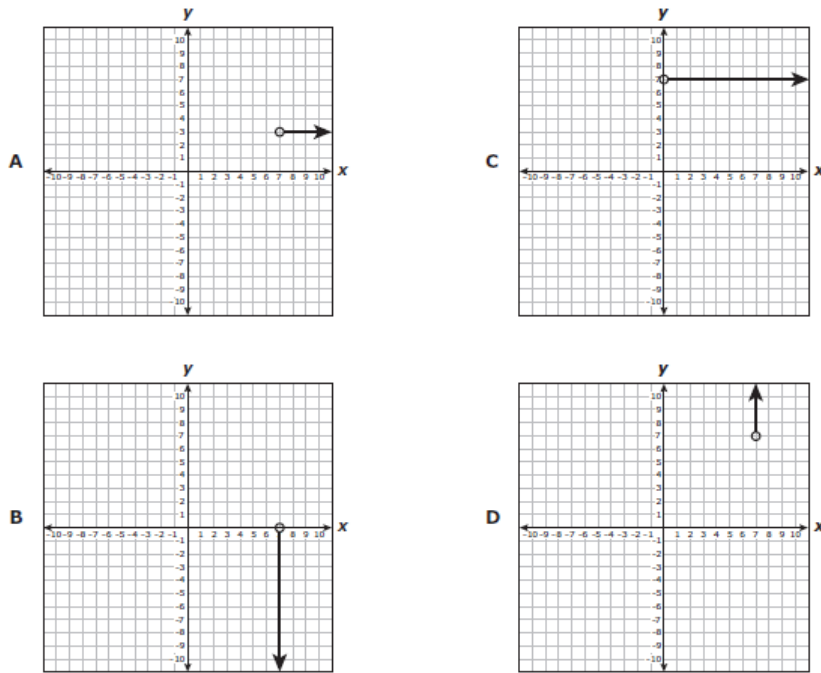
Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
<b>Data Analysis</b>		
SE Level Data	State	Local
Item	State	Local
A/F		
B/G		
C/H		
*D/J		
<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing		
<b>Instructional Analysis</b>		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
Concept		

So What?	
Now What?	

**A.2B**

2013 – Q13

Which graph shows a function with a domain of all real numbers greater than 7?



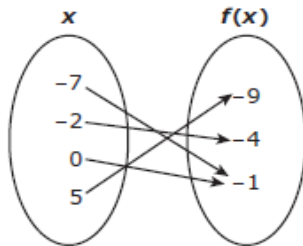
\* Correct answer (A)

Analysis of Assessed Standards			
Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
Related SEs			
Data Analysis			
SE Level Data		State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
*A/F			
B/G			
C/H			
D/J			
Instructional Analysis			
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3	
	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4	
Concept			

**A.2B**

2013 – Q48

What is the range of the function shown below?



- F  $\{-7, -2, 0, 5\}$
- G  $\{-9, -4, -1\}$
- H  $\{-9, -7, -4, -2, -1, 0, 5\}$
- J  $\{-1\}$

\* Correct answer (G)

Analysis of Assessed Standards			
Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
Related SEs			
Data Analysis			
SE Level Data		State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A/F			
B/G*			
C/H			
D/J			
Instructional Analysis			
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3	
	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4	
Concept			

So What?	
Now What?	



A.2C		Analysis of Assessed Standards		
<p>2014 – Q30</p> <p>30 Which situation is represented by the graph below?</p> <p><b>F</b> A man poured lemonade from a full pitcher at a constant rate. Then for several seconds, he stopped pouring from the pitcher. Then the man poured the rest of the lemonade from the pitcher at a faster rate than before.</p> <p><b>G</b> A boy poured lemonade into an empty pitcher. Then for several seconds, he stopped pouring into the pitcher. Then the boy poured more lemonade into the pitcher at a slower rate than before.</p> <p><b>H</b> A woman poured lemonade from a full pitcher at a constant rate. Then for several seconds, she stopped pouring from the pitcher. Then the woman poured the rest of the lemonade from the pitcher at a slower rate than before.</p> <p><b>J</b> A girl poured lemonade into an empty pitcher. Then for several seconds, she stopped pouring into the pitcher. Then the girl poured more lemonade into the pitcher at a faster rate than before.</p> <p>* Correct answer (F)</p>		Dual Coding	Content	Supporting
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
		Related SEs		
		Data Analysis		
SE Level Data		State	Local	
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
A/F*				
B/G				
C/H				
D/J				
		Instructional Analysis		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept				

So What?	
Now What?	

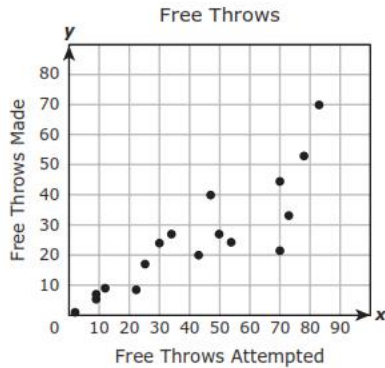
**A.2D** collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations

**Units:**

**A.2D**

2014 – Q2

- 2 The scatterplot shows the number of free throws that different basketball players attempted and the number that each player made.



Based on the trend in the data, approximately how many free throws would a player be expected to make if he attempted 60 free throws?

- F 50
- G 35
- H 25
- J 60

\* Correct answer (G)

**Analysis of Assessed Standards**

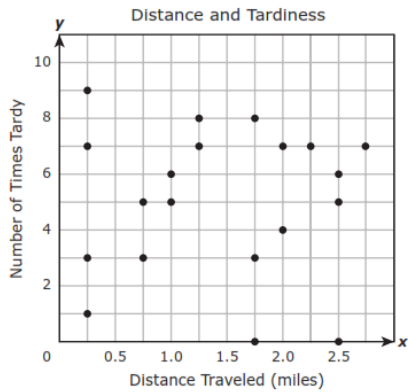
Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
<b>Data Analysis</b>		
SE Level Data	State	Local
Item	State	Local
A/F		
B/G*		
C/H		
D/J		
<b>Error Type</b>		
<input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing		
<b>Instructional Analysis</b>		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
Concept		

So What?	
Now What?	

**A.2D**

2014 – Q51

51 The scatterplot shows the relationship between the distance that students traveled to get to school and the number of times those students were tardy during the school year.



The principal of the school wants to use this information to help him determine if there is a correlation between distance traveled and the number of times tardy. Which statement is a reasonable conclusion that the principal could make?

- A A student who travels 1.5 miles to get to school will be tardy 9 times during the school year.
- B A student who travels more than 3 miles to get to school will be tardy at least 7 times during the school year.
- C There is no correlation between the distance a student travels to get to school and the number of times the student will be tardy during the school year.
- D There is a nonlinear correlation between the distance a student travels to get to school and the number of times the student will be tardy during the school year.

\* Correct answer (C)

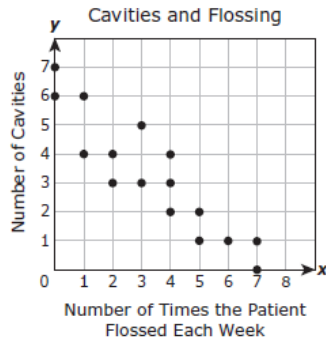
**Analysis of Assessed Standards**

Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
<b>Data Analysis</b>		
SE Level Data		State Local
Item	State	Local
A/F		
B/G		
*C/H		
D/J		
<b>Error Type</b>		
<input type="checkbox"/> Procedural		
<input type="checkbox"/> Application		
<input type="checkbox"/> Conceptual		
<input type="checkbox"/> Guessing		
<b>Instructional Analysis</b>		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
Concept		

**A.2D**

2013 – Q1

A dentist made the scatterplot below to show the number of cavities her patients had as it relates to the number of times they flossed their teeth each week.



Which of the following best describes the correlation for the data?

- A Positive correlation
- B Nonlinear correlation
- C Negative correlation
- D No correlation

\* Correct answer (C)

**Analysis of Assessed Standards**

Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
<b>Data Analysis</b>		
SE Level Data		State Local
Item	State	Local
A/F		
B/G		
*C/H		
D/J		
<b>Error Type</b>		
<input type="checkbox"/> Procedural		
<input type="checkbox"/> Application		
<input type="checkbox"/> Conceptual		
<input type="checkbox"/> Guessing		
<b>Instructional Analysis</b>		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
Concept		

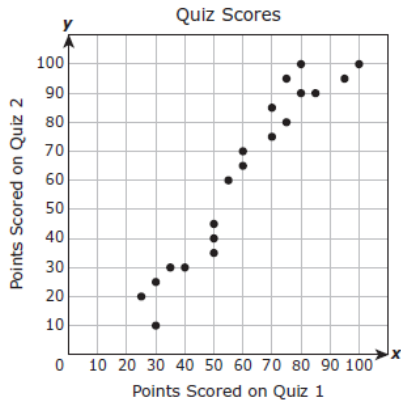
So What?

Now What?

**A.2D**

2013 – Q38

A teacher collected data on 20 students for two different quizzes. The scatterplot below shows the relationship between the number of points scored on Quiz 1 and the number of points scored on Quiz 2.



Which statement describes the data?

- F** The number of points scored on Quiz 2 was less than the number of points scored on Quiz 1 for any student who scored at least 50 points on Quiz 1.
- G** The number of points scored on Quiz 2 was greater than the number of points scored on Quiz 1 for any student who scored 50 or fewer points on Quiz 1.
- H** The number of points scored on Quiz 2 was greater than the number of points scored on Quiz 1 for any student who scored at least 50 points on Quiz 1.
- J** The number of points scored on Quiz 2 was less than the number of points scored on Quiz 1 for any student who scored 50 or fewer points on Quiz 1.

**\* Correct answer (J)**

**Analysis of Assessed Standards**

<b>Dual Coding</b>	<b>Content</b>	Readiness
	<b>Process</b>	
<b>PLC for PLC Analysis</b>	<b>Stimulus</b>	
	<b>Thinking</b>	
<b>Related SEs</b>		
<b>Data Analysis</b>		
<b>SE Level Data</b>	<b>State</b>	<b>Local</b>
<b>Item</b>	<b>State</b>	<b>Local</b>
<b>A/F</b>		
<b>B/G</b>		
<b>C/H</b>		
<b>D/J*</b>		
<b>Error Type</b>		
<input type="checkbox"/> Procedural		
<input type="checkbox"/> Application		
<input type="checkbox"/> Conceptual		
<input type="checkbox"/> Guessing		
<b>Instructional Analysis</b>		
<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught)	
	<input type="checkbox"/> Requires application (learned)	
<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3
	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4
<b>Concept</b>		

So What?	
Now What?	

A.3A	Analysis of Assessed Standards			
<p>2014 – Q32</p> <p><b>32</b> An online music service lets customers download an unlimited number of songs for \$0.25 each after paying a monthly membership fee of \$5.00. The total amount of money a customer spends on music in dollars in a single month can be found using the function <math>y = 0.25x + 5</math>. What does the variable <math>x</math> represent in this function?</p> <p><b>F</b> The total amount of money the customer spends on music each month</p> <p><b>G</b> The number of songs the customer downloads each month</p> <p><b>H</b> The number of customers that use the music service</p> <p><b>J</b> The cost of downloading one song</p> <p><b>* Correct answer (G)</b></p>	Dual Coding	Content	Supporting	
		Process		
	PLC for PLC Analysis	Stimulus		
		Thinking		
	Related SEs			
	Data Analysis			
	SE Level Data		State	Local
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F			
	B/G*			
C/H				
D/J				
Instructional Analysis				
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept				

A.3A	Analysis of Assessed Standards			
<p>2013 – Q29</p> <p>A store manager begins each shift with the same total amount of money. She keeps \$200 in a safe and distributes the rest equally to the 5 cashiers in the store. This situation can be represented by the function <math>y = \frac{(x - 200)}{5}</math>. What does the variable <math>x</math> represent in this situation?</p> <p><b>A</b> The total amount of money the manager has at the beginning of a shift</p> <p><b>B</b> The total amount of money the manager has at the end of a shift</p> <p><b>C</b> The amount of money each cashier has at the beginning of a shift</p> <p><b>D</b> The amount of money each cashier has at the end of a shift</p> <p><b>* Correct answer (A)</b></p>	Dual Coding	Content	Supporting	
		Process		
	PLC for PLC Analysis	Stimulus		
		Thinking		
	Related SEs			
	Data Analysis			
	SE Level Data		State	Local
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	*A/F			
	B/G			
C/H				
D/J				
Instructional Analysis				
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept				

So What?	
Now What?	

A.3B	Analysis of Assessed Standards		
<p>2014 – Q23</p> <p><b>23</b> The first five terms in a pattern are shown below.</p> <p style="text-align: center;"><math>-0.5, -0.25, 0, 0.25, 0.5, \dots</math></p> <p>If the pattern continues, which expression can be used to find the <math>n</math>th term?</p> <p><b>A</b> <math>0.75n - 1.25</math></p> <p><b>B</b> <math>-0.25n - 0.25</math></p> <p><b>C</b> <math>0.25n - 0.75</math></p> <p><b>D</b> <math>-0.5n + 0.25</math></p> <p><b>* Correct answer (C)</b></p>	<b>Dual Coding</b>	<b>Content</b>	Supporting
		<b>Process</b>	
	<b>PLC for PLC Analysis</b>	<b>Stimulus</b>	
		<b>Thinking</b>	
	<b>Related SEs</b>		
<b>Data Analysis</b>			
<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A/F			
B/G			
*C/H			
D/J			
<b>Instructional Analysis</b>			
<b>Evidence of Transfer</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
<b>Depth of Knowledge</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
<b>Concept</b>			

A.3B	Analysis of Assessed Standards		
<p>2013 – Q43</p> <p>The first six numbers in a pattern are shown below.</p> <p style="text-align: center;"><math>\frac{1}{3}, \frac{4}{3}, 3, \frac{16}{3}, \frac{25}{3}, 12, \dots</math></p> <p>If the pattern continues, which expression can be used to find the <math>n</math>th number in the pattern?</p> <p><b>A</b> <math>\frac{2n}{3}</math></p> <p><b>B</b> <math>\frac{n^2}{3}</math></p> <p><b>C</b> <math>\frac{n^2}{6}</math></p> <p><b>D</b> <math>\frac{2n}{6}</math></p> <p><b>* Correct answer (B)</b></p>	<b>Dual Coding</b>	<b>Content</b>	Supporting
		<b>Process</b>	
	<b>PLC for PLC Analysis</b>	<b>Stimulus</b>	
		<b>Thinking</b>	
	<b>Related SEs</b>		
<b>Data Analysis</b>			
<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A/F			
*B/G			
C/H			
D/J			
<b>Instructional Analysis</b>			
<b>Evidence of Transfer</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
<b>Depth of Knowledge</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
<b>Concept</b>			

So What?	
Now What?	

**A.4A** find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations

**Units:**

<b>A.4A</b>	<b>Analysis of Assessed Standards</b>			
<p>2014 – Q8</p> <p>8 The side lengths of the figure below are given in centimeters.</p> <p>If the perimeter of this figure is 78 cm, what is the value of <math>x</math>?</p> <p>F -12 G -6 H 6 J 12</p> <p><b>* Correct answer (H)</b></p>	Dual Coding	Content	Readiness	
		Process		
	PLC for PLC Analysis	Stimulus		
		Thinking		
	Related SEs			
	<b>Data Analysis</b>			
	SE Level Data		State	Local
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F			
	B/G			
C/H*				
D/J				
<b>Instructional Analysis</b>				
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept				

<b>A.4A</b>	<b>Analysis of Assessed Standards</b>			
<p>2014 – Q25</p> <p>25 Which inequality is equivalent to <math>-3x + 2y &gt; 5y + 9</math>?</p> <p>A <math>y &gt; x + 3</math> B <math>y &gt; -x - 3</math> C <math>y &lt; x - 3</math> D <math>y &lt; -x - 3</math></p> <p><b>* Correct answer (D)</b></p>	Dual Coding	Content	Readiness	
		Process		
	PLC for PLC Analysis	Stimulus		
		Thinking		
	Related SEs			
	<b>Data Analysis</b>			
	SE Level Data		State	Local
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F			
	B/G			
C/H				
*D/J				
<b>Instructional Analysis</b>				
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept				

So What?	
Now What?	

A.4A	Analysis of Assessed Standards			
2014 – Q42  <b>42</b> If $f(x) = \frac{2}{3}x^2 + 8x$ , what is the value of $f(6)$ ?  Record your answer and fill in the bubbles on your answer document.         <b>* Correct answer (72)</b>	Dual Coding	Content	Readiness	
		Process		
	PLC for PLC Analysis	Stimulus		
		Thinking		
	Related SEs			
	Data Analysis			
	SE Level Data		State	Local
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F			
	B/G			
C/H				
D/J				
Instructional Analysis				
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept				

A.4A	Analysis of Assessed Standards			
2013 – Q6  The perimeter of a rectangle is 42 centimeters. The length of the rectangle can be represented by $(x + 4)$ , and its width can be represented by $(2x - 7)$ . What are the dimensions of this rectangle in centimeters?  <b>F</b> Length = 10 and width = 11 <b>G</b> Length = 8 and width = 13 <b>H</b> Length = 6 and width = 15 <b>J</b> Length = 12 and width = 9         <b>* Correct answer (J)</b>	Dual Coding	Content	Readiness	
		Process		
	PLC for PLC Analysis	Stimulus		
		Thinking		
	Related SEs			
	Data Analysis			
	SE Level Data		State	Local
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F			
	B/G			
C/H				
D/J*				
Instructional Analysis				
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept				

So What?	
Now What?	



A.4A	Analysis of Assessed Standards				
2013 – Q22  Which inequality is equivalent to $7x - 2y > 8$ ?  <b>F</b> $y > \frac{7}{2}x + 8$  <b>G</b> $y > -\frac{2}{7}x + \frac{8}{7}$  <b>H</b> $y < \frac{7}{2}x - 4$  <b>J</b> $y < -\frac{2}{7}x - \frac{4}{7}$  * Correct answer (H)	Dual Coding	Content	Readiness		
		Process			
	PLC for PLC Analysis	Stimulus			
		Thinking			
	Related SEs				
	Data Analysis				
	SE Level Data		State	Local	
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F				
	B/G				
C/H*					
D/J					
Instructional Analysis					
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept					

A.4A	Analysis of Assessed Standards				
2013 – Q53  Which expression is equivalent to $-6x^2 - 11x - 4$ ?  <b>A</b> $(3x + 7)(3x - 3)$  <b>B</b> $(-3x + 4)(2x - 1)$  <b>C</b> $(3x - 7)(3x + 3)$  <b>D</b> $(-3x - 4)(2x + 1)$  * Correct answer (D)	Dual Coding	Content	Readiness		
		Process			
	PLC for PLC Analysis	Stimulus			
		Thinking			
	Related SEs				
	Data Analysis				
	SE Level Data		State	Local	
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F				
	B/G				
C/H					
*D/J					
Instructional Analysis					
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept					

So What?	
Now What?	

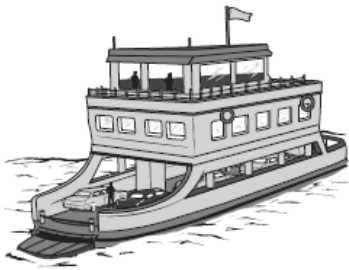
**A.4B** use the commutative, associative, and distributive properties to simplify algebraic expressions **Units:**

<b>A.4B</b>	<b>Analysis of Assessed Standards</b>		
<p>2014 – Q47</p> <p><b>47</b> Which expression is equivalent to <math>3c\left(\frac{1}{3}d - 9\right) - 7(c + 1) + d(c + 4)</math>?</p> <p><b>A</b> <math>2cd - 34c + 4d - 7</math></p> <p><b>B</b> <math>2cd - 7c - 4</math></p> <p><b>C</b> <math>2cd + 34c + 4d + 7</math></p> <p><b>D</b> <math>2cd + 8c + 4</math></p> <p><b>* Correct answer (A)</b></p>	<b>Dual Coding</b>	<b>Content</b>	Supporting
		<b>Process</b>	
	<b>PLC for PLC Analysis</b>	<b>Stimulus</b>	
		<b>Thinking</b>	
	<b>Related SEs</b>		
<b>Data Analysis</b>			
<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
*A/F			
B/G			
C/H			
D/J			
<b>Instructional Analysis</b>			
<b>Evidence of Transfer</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
<b>Depth of Knowledge</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
<b>Concept</b>			

<b>A.4B</b>	<b>Analysis of Assessed Standards</b>		
<p>2013 – Q9</p> <p>In which step below does a mistake first appear in simplifying the expression <math>0.5(-12c + 6) - 3(c + 4) + 10(c - 5)</math>?</p> <p style="margin-left: 40px;">Step 1: <math>-6c + 3 - 3(c + 4) + 10(c - 5)</math></p> <p style="margin-left: 40px;">Step 2: <math>-6c + 3 - 3c - 12 + 10(c - 5)</math></p> <p style="margin-left: 40px;">Step 3: <math>-6c + 3 - 3c - 12 + 10c - 50</math></p> <p style="margin-left: 40px;">Step 4: <math>7c - 41</math></p> <p><b>A</b> Step 1</p> <p><b>B</b> Step 2</p> <p><b>C</b> Step 3</p> <p><b>D</b> Step 4</p> <p><b>* Correct answer (D)</b></p>	<b>Dual Coding</b>	<b>Content</b>	Supporting
		<b>Process</b>	
	<b>PLC for PLC Analysis</b>	<b>Stimulus</b>	
		<b>Thinking</b>	
	<b>Related SEs</b>		
<b>Data Analysis</b>			
<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A/F			
B/G			
C/H			
*D/J			
<b>Instructional Analysis</b>			
<b>Evidence of Transfer</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
<b>Depth of Knowledge</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
<b>Concept</b>			

So What?	
Now What?	

A.5B		Analysis of Assessed Standards		
2014 – Q27  27 The total cost of renting a banquet hall is a function of the number of hours the hall is rented. The owner of the banquet hall charges \$85 per half hour up to a maximum of 4 hours plus a \$50 cleaning fee. What is the greatest value in the range for this situation?  Record your answer and fill in the bubbles on your answer document.		Dual Coding	Content	Supporting
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
Related SEs				
<b>Data Analysis</b>				
SE Level Data			State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
A/F				
B/G				
C/H				
D/J				
<b>Instructional Analysis</b>				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				
* Correct answer (730)				

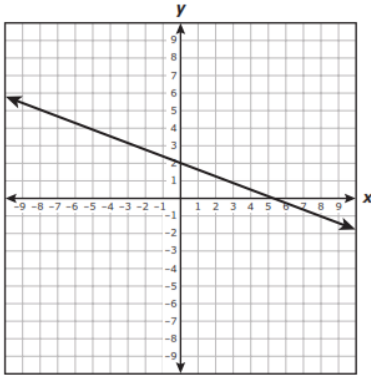
A.5B		Analysis of Assessed Standards		
2013 – Q39  The number of ferryboat trips, $f(c)$ , needed to transport $c$ cars in 1 day can be found using the function $f(c) = \frac{c}{20}$ . If there are no more than 5,000 cars transported by ferryboat daily, what is the range of the function for this situation?  		Dual Coding	Content	Supporting
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
Related SEs				
<b>Data Analysis</b>				
SE Level Data			State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
A/F				
B/G				
C/H				
*D/J				
<b>Instructional Analysis</b>				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				
* Correct answer (D)				

So What?	
Now What?	

**A.5C** use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions

**Units:**

A.5C		Analysis of Assessed Standards				
2014 – Q1  1 Which situation can be represented by $y = 12x - 4$ ?  A The number of eggs, $y$ , in $x$ dozen eggs for sale after 4 dozen eggs are sold B The cost, $y$ , of buying $x$ movie tickets that sell for \$8 each C The cost, $y$ , after a \$4 discount, of buying $x$ T-shirts that sell for \$12 each D The number of inches, $y$ , in an $x$ -foot-tall tree after cutting off 4 feet  * Correct answer (C)		Dual Coding	Content	Readiness		
			Process			
		PLC for PLC Analysis	Stimulus			
			Thinking			
		Related SEs				
					Data Analysis	
		SE Level Data		State	Local	
		Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
		A/F				
		B/G				
*C/H						
D/J						
				Instructional Analysis		
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)				
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4			
Concept						

A.5C		Analysis of Assessed Standards				
2014 – Q22  22 Which equation can be represented by the graph shown below?    F $-3x + 8y + 16 = 0$ G $3x - 8y + 16 = 0$ H $-3x - 8y - 16 = 0$ J $3x + 8y - 16 = 0$  * Correct answer (J)		Dual Coding	Content	Readiness		
			Process			
		PLC for PLC Analysis	Stimulus			
			Thinking			
		Related SEs				
					Data Analysis	
		SE Level Data		State	Local	
		Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
		A/F				
		B/G				
C/H						
D/J*						
				Instructional Analysis		
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)				
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4			
Concept						

So What?	
Now What?	

**A.5C**

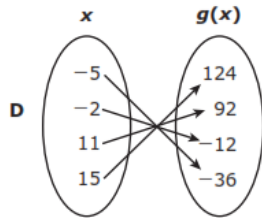
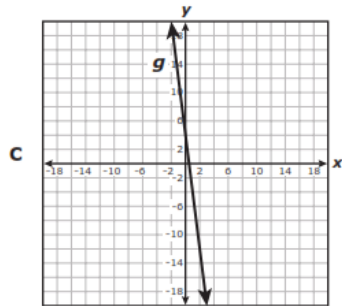
2014 – Q41

41 Which representation shows the same relationship as  $g(x) = \frac{4}{3}(6x + 3)$ ?

**A**

$x$	$g(x)$
28	3
12	1
-20	-3
-36	-5

**B**  $g = \{(13, 108), (10, 94), (4, 36), (-3, -20)\}$



\* Correct answer (D)

**Analysis of Assessed Standards**

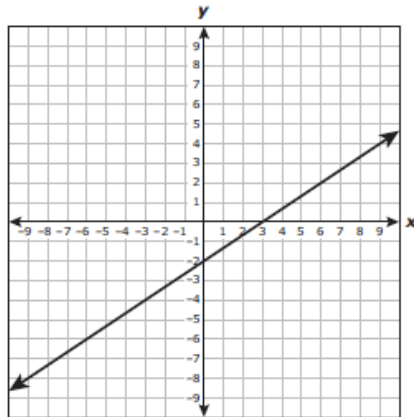
Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
<b>Data Analysis</b>		
SE Level Data	State	Local
Item	State	Local
A/F		
B/G		
C/H		
*D/J		
<b>Error Type</b>		
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<input type="checkbox"/> Application		
<input type="checkbox"/> Conceptual		
<input type="checkbox"/> Guessing		
<b>Instructional Analysis</b>		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught)	
	<input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3
	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4
Concept		

So What?	
Now What?	

**A.5C**

2013 – Q7

A graph is shown below.



Which of the following equations are represented by the graph?

- I.  $y = -\frac{3}{2}x - 2$
- II.  $2x - 3y = 6$
- III.  $y = (x - 2)(x - 3)$
- IV.  $y - 2 = \frac{2}{3}(x - 6)$

- A** II and IV
- B** I and III
- C** II and III
- D** I and IV

\* Correct answer (A)

**Analysis of Assessed Standards**

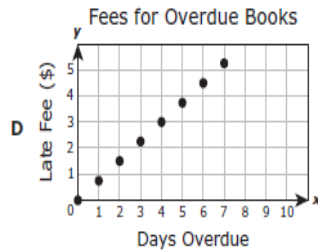
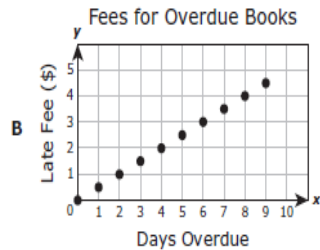
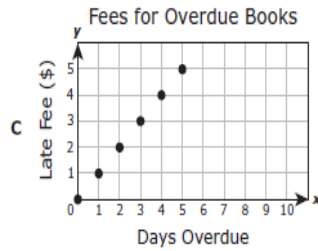
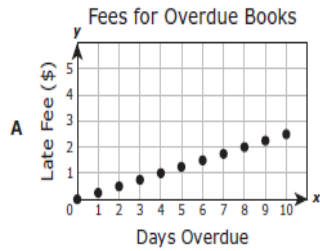
Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
<b>Data Analysis</b>		
SE Level Data		State      Local
Item	State	Local
*A/F		
B/G		
C/H		
D/J		
<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing		
<b>Instructional Analysis</b>		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
Concept		

So What?	
Now What?	

**A.5C**

2013 – Q21

The late fee for overdue books at a library is \$0.25 per day per book, with a maximum late fee of \$5.00 per book. Which graph models the total late fee for 3 books that were checked out on the same day and are overdue?



\* Correct answer (D)

Analysis of Assessed Standards			
Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
Related SEs			
Data Analysis			
SE Level Data		State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A/F			
B/G			
C/H			
*D/J			
Instructional Analysis			
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept			

**A.5C**

2013 – Q49

Which set of ordered pairs contains only points that are on the graph of the function  $y = 12 - 3x$ ?

- A  $\{(-3, -27), (0, 0), (6, 54)\}$
- B  $\{(-18, 10), (-6, 6), (18, -2)\}$
- C  $\{(-5, 27), (-1, 15), (8, -12)\}$
- D  $\{(-7, -9), (-4, 0), (2, 18)\}$

\* Correct answer (C)

Analysis of Assessed Standards			
Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
Related SEs			
Data Analysis			
SE Level Data		State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A/F			
B/G			
*C/H			
D/J			
Instructional Analysis			
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept			

So What?	
Now What?	

**A.6A** develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations

**Units:**

<b>A.6A</b>		<b>Analysis of Assessed Standards</b>																																																																																																		
<p>2014 – Q3</p> <p>3 Which table shows the same rate of change of <math>y</math> with respect to <math>x</math> as <math>y = 4 - \frac{5}{8}x</math>?</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p><b>A</b></p> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr><th><math>x</math></th><th><math>y</math></th></tr> </thead> <tbody> <tr><td>-3</td><td>-12</td></tr> <tr><td>-1</td><td>-4</td></tr> <tr><td>2</td><td>8</td></tr> <tr><td>5</td><td>20</td></tr> </tbody> </table> </div> <div style="text-align: center;"> <p><b>C</b></p> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr><th><math>x</math></th><th><math>y</math></th></tr> </thead> <tbody> <tr><td>-4</td><td>6.5</td></tr> <tr><td>2</td><td>2.75</td></tr> <tr><td>4</td><td>1.5</td></tr> <tr><td>8</td><td>-1</td></tr> </tbody> </table> </div> <div style="text-align: center;"> <p><b>B</b></p> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr><th><math>x</math></th><th><math>y</math></th></tr> </thead> <tbody> <tr><td>-4</td><td>10.4</td></tr> <tr><td>2</td><td>0.8</td></tr> <tr><td>4</td><td>-2.4</td></tr> <tr><td>8</td><td>-8.8</td></tr> </tbody> </table> </div> <div style="text-align: center;"> <p><b>D</b></p> <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr><th><math>x</math></th><th><math>y</math></th></tr> </thead> <tbody> <tr><td>-3</td><td>12</td></tr> <tr><td>-1</td><td>4</td></tr> <tr><td>2</td><td>-8</td></tr> <tr><td>5</td><td>-20</td></tr> </tbody> </table> </div> </div> <p style="margin-top: 20px;"><b>* Correct answer (C)</b></p>		$x$	$y$	-3	-12	-1	-4	2	8	5	20	$x$	$y$	-4	6.5	2	2.75	4	1.5	8	-1	$x$	$y$	-4	10.4	2	0.8	4	-2.4	8	-8.8	$x$	$y$	-3	12	-1	4	2	-8	5	-20	<table border="1" style="border-collapse: collapse; width: 100%;"> <tr> <td rowspan="2" style="width: 20%;"><b>Dual Coding</b></td> <td style="width: 15%;"><b>Content</b></td> <td colspan="2">Supporting</td> </tr> <tr> <td><b>Process</b></td> <td colspan="2"></td> </tr> <tr> <td rowspan="2"><b>PLC for PLC Analysis</b></td> <td><b>Stimulus</b></td> <td colspan="2"></td> </tr> <tr> <td><b>Thinking</b></td> <td colspan="2"></td> </tr> <tr> <td><b>Related SEs</b></td> <td colspan="3"></td> </tr> <tr style="background-color: #f2f2f2;"> <td colspan="4" style="text-align: center;"><b>Data Analysis</b></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>SE Level Data</b></td> <td style="text-align: center;"><b>State</b></td> <td style="text-align: center;"><b>Local</b></td> </tr> <tr> <td style="text-align: center;"><b>Item</b></td> <td style="text-align: center;"><b>State</b></td> <td style="text-align: center;"><b>Local</b></td> <td rowspan="5" style="vertical-align: top; padding: 5px;"> <b>Error Type</b>  <input type="checkbox"/> Procedural  <input type="checkbox"/> Application  <input type="checkbox"/> Conceptual  <input type="checkbox"/> Guessing                 </td> </tr> <tr> <td style="text-align: center;">A/F</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">B/G</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">*C/H</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">D/J</td> <td></td> <td></td> </tr> <tr style="background-color: #f2f2f2;"> <td colspan="4" style="text-align: center;"><b>Instructional Analysis</b></td> </tr> <tr> <td style="text-align: center;"><b>Evidence of Transfer</b></td> <td colspan="3"> <input type="checkbox"/> Similar to examples (taught)  <input type="checkbox"/> Requires application (learned)                 </td> </tr> <tr> <td style="text-align: center;"><b>Depth of Knowledge</b></td> <td> <input type="checkbox"/> Level 1  <input type="checkbox"/> Level 2                 </td> <td> <input type="checkbox"/> Level 3  <input type="checkbox"/> Level 4                 </td> <td></td> </tr> <tr> <td style="text-align: center;"><b>Concept</b></td> <td colspan="3"></td> </tr> </table>	<b>Dual Coding</b>	<b>Content</b>	Supporting		<b>Process</b>			<b>PLC for PLC Analysis</b>	<b>Stimulus</b>			<b>Thinking</b>			<b>Related SEs</b>				<b>Data Analysis</b>				<b>SE Level Data</b>		<b>State</b>	<b>Local</b>	<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	A/F			B/G			*C/H			D/J			<b>Instructional Analysis</b>				<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		<b>Concept</b>			
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So What?	
Now What?	



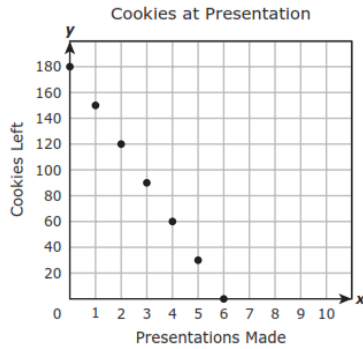
**A.6B** interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs

**Units:**

**A.6B**

2014 – Q17

17 The graph shows the relationship between the number of cookies a presenter at a convention had left to give away and the number of presentations she had made.



What does the x-intercept of the graph represent?

- A The number of cookies the presenter had before making any presentations
- B The maximum number of cookies the presenter gave away during every presentation
- C The number of presentations the presenter made per hour
- D The maximum number of presentations the presenter made before running out of cookies

\* Correct answer (D)

**Analysis of Assessed Standards**

Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
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Related SEs		
<b>Data Analysis</b>		
SE Level Data		State Local
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<b>Error Type</b>		
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Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
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**A.6B**

2014 – Q38

38 The table shows the playing time in minutes of high-definition videos and the file size of these videos in megabytes (MB).

Playing Time, x (min)	File Size, y (MB)
0.5	60
1.5	180
2	240
4.5	540
5	600

What does the slope of the graph of this situation represent?

- F The increase in the file size of the video per minute of playing time
- G The file size of each video
- H The playing time of each video
- J The increase in the playing time per MB of video

\* Correct answer (F)

**Analysis of Assessed Standards**

Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
<b>Data Analysis</b>		
SE Level Data		State Local
Item	State	Local
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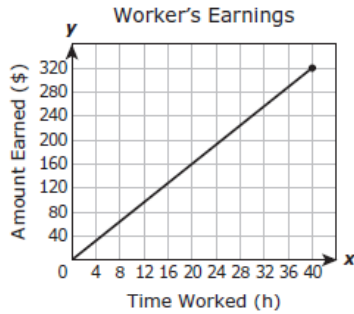
So What?

Now What?

**A.6B**

2013 – Q5

The graph below shows the relationship between the number of dollars a worker earns and the number of hours worked.



What does the slope of the graph represent?

- A The number of hours of work it takes to earn \$320
- B The amount of money earned per hour
- C The amount earned for 40 hours of work
- D The number of hours worked per dollar earned

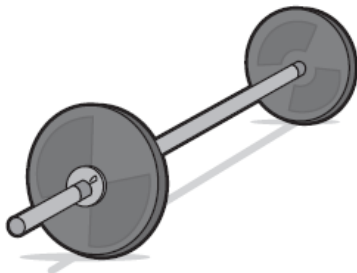
\* Correct answer (B)

Analysis of Assessed Standards			
Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
Related SEs			
Data Analysis			
SE Level Data		State	Local
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Instructional Analysis			
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3	
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Concept			

**A.6B**

2013 – Q47

A weightlifter is adding plates of equal weight to a bar. The table below shows the total weight, including the bar, that he will lift depending on the total number of plates on the bar.



Number of Plates	Total Weight (lb)
2	115
4	185
6	255
8	325

Based on this information, which statement is true?

- A The bar weighs 35 lb without any plates.
- B The bar weighs 70 lb without any plates.
- C The bar weighs 45 lb without any plates.
- D The bar weighs 25 lb without any plates.

\* Correct answer (C)

Analysis of Assessed Standards			
Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
Related SEs			
Data Analysis			
SE Level Data		State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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So What?	
Now What?	

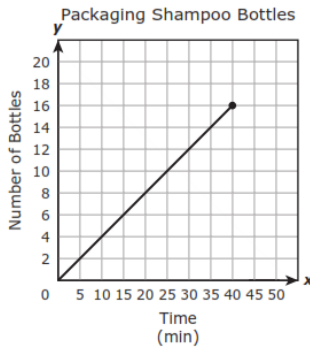
**A.6C** investigate, describe, and predict the effects of changes in  $m$  and  $b$  on the graph of  $y = mx + b$

**Units:**

**A.6C**

2014 – Q7

7 The graph shows the time it took a worker to package 16 bottles of shampoo.



The next day two workers packaged twice the number of bottles of shampoo in the same amount of time. If this new relationship is graphed on the same coordinate grid, which statement is true?

- A The new graph would have a  $y$ -intercept at 80.
- B The new graph would be steeper than the original graph.
- C The new graph would be less steep than the original graph.
- D The new graph would have a  $y$ -intercept at 8.

\* **Correct answer (B)**

Analysis of Assessed Standards			
Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
Related SEs			
Data Analysis			
SE Level Data			
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Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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Instructional Analysis			
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
Concept			

**A.6C**

2014 – Q29

29 Two functions are given below.

$$f(x) = -4x + 1$$

$$g(x) = -4x + \frac{1}{2}$$

How does the graph of  $f$  compare with the graph of  $g$ ?

- A The graph of  $f$  is less steep than the graph of  $g$ .
- B The graph of  $f$  has the same  $y$ -intercept as the graph of  $g$ .
- C The graph of  $f$  is parallel to the graph of  $g$ .
- D The graph of  $f$  is steeper than the graph of  $g$ .

\* **Correct answer (C)**

Analysis of Assessed Standards			
Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
Related SEs			
Data Analysis			
SE Level Data			
	State	Local	
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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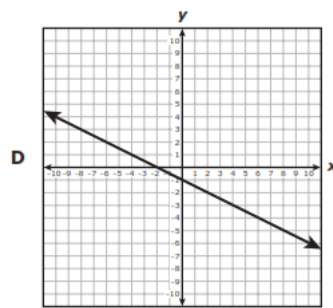
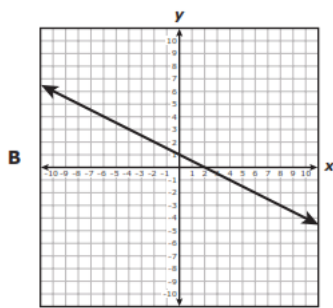
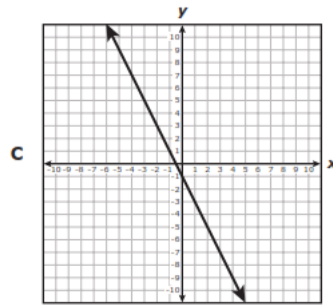
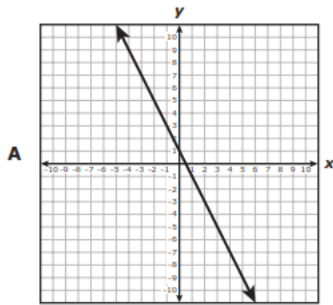
So What?

Now What?

**A.6C**

2014 – Q45

45 The slope and y-intercept of the line represented by  $y = \frac{2}{5}x + \frac{3}{15}$  are both divided by  $-\frac{1}{5}$  to create a new line. Which graph represents the new line?



\* Correct answer (C)

**Analysis of Assessed Standards**

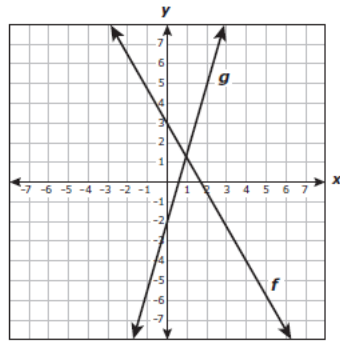
Dual Coding	Content	Readiness	
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PLC for PLC Analysis	Stimulus		
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Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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<b>Instructional Analysis</b>			
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept			

So What?	
Now What?	

**A.6C**

2013 – Q17

The slope and  $y$ -intercept of the graph of  $f$  were changed to make the graph of  $g$ , as shown below.



Which statement describes the changes that were made to the graph of  $f$  to make the graph of  $g$ ?

- A The slope was multiplied by 2, and the  $y$ -intercept was decreased by 5 to make the graph of  $g$ .
- B The slope was multiplied by  $-\frac{1}{2}$ , and the  $y$ -intercept was increased by 5 to make the graph of  $g$ .
- C The slope was multiplied by  $-2$ , and the  $y$ -intercept was decreased by 5 to make the graph of  $g$ .
- D The slope was multiplied by  $\frac{1}{2}$ , and the  $y$ -intercept was increased by 5 to make the graph of  $g$ .

\* Correct answer (C)

**Analysis of Assessed Standards**

Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
<b>Data Analysis</b>		
SE Level Data	State	Local
Item	State	Local
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<b>Instructional Analysis</b>		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3
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Concept		

**A.6C**

2013 – Q33

The graph of line  $p$  represents  $y = \frac{1}{5}x - 1$ . If the slope of line  $p$  is multiplied by  $-10$  to create line  $r$ , which statement about the graphs of the two lines is true?

- A Line  $r$  intersects line  $p$ .
- B Line  $r$  is parallel to line  $p$ .
- C Line  $r$  is 10 units above line  $p$ .
- D Line  $r$  is 10 units below line  $p$ .

\* Correct answer (A)

**Analysis of Assessed Standards**

Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
<b>Data Analysis</b>		
SE Level Data	State	Local
Item	State	Local
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B/G		
C/H		
D/J		
<b>Instructional Analysis</b>		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3
	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4
Concept		

So What?	
Now What?	

A.6C	Analysis of Assessed Standards			
<p>2013 – Q54</p> <p>If the graph of <math>y = 9x + 4</math> is translated 4 units up, which equation describes the new graph?</p> <p><b>F</b> <math>y = 9x + 8</math></p> <p><b>G</b> <math>y = 13x + 4</math></p> <p><b>H</b> <math>y = 13x + 8</math></p> <p><b>J</b> <math>y = 4x + 4</math></p> <p> </p> <p><b>* Correct answer (F)</b></p>	<b>Dual Coding</b>	<b>Content</b>	Readiness	
		<b>Process</b>		
	<b>PLC for PLC Analysis</b>	<b>Stimulus</b>		
		<b>Thinking</b>		
	<b>Related SEs</b>			
	<b>Data Analysis</b>			
	<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
	<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	<b>A/F*</b>			
	<b>B/G</b>			
<b>C/H</b>				
<b>D/J</b>				
<b>Instructional Analysis</b>				
<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
<b>Concept</b>				

So What?	
Now What?	

<b>A.6D</b>	<b>Analysis of Assessed Standards</b>			
<p>2014 – Q48</p> <p><b>48</b> What is the equation of the line that has a slope of 0 and passes through the point (6, -8)?</p> <p><b>F</b> <math>x = 6</math></p> <p><b>G</b> <math>y = 6</math></p> <p><b>H</b> <math>x = -8</math></p> <p><b>J</b> <math>y = -8</math></p> <p><b>* Correct answer (J)</b></p>	<b>Dual Coding</b>	Content	Supporting	
		Process		
	<b>PLC for PLC Analysis</b>	Stimulus		
		Thinking		
	<b>Related SEs</b>			
	<b>Data Analysis</b>			
	<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
	<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F			
	B/G			
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<b>Instructional Analysis</b>				
<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
<b>Concept</b>				

<b>A.6D</b>	<b>Analysis of Assessed Standards</b>			
<p>2013 – Q30</p> <p>What is the equation in standard form of the line that passes through the point (1, 24) and has a slope of -0.6?</p> <p><b>F</b> <math>3x + 5y = 125</math></p> <p><b>G</b> <math>3x + 5y = 77</math></p> <p><b>H</b> <math>3x + 5y = 123</math></p> <p><b>J</b> <math>3x + 5y = 115</math></p> <p><b>* Correct answer (H)</b></p>	<b>Dual Coding</b>	Content	Supporting	
		Process		
	<b>PLC for PLC Analysis</b>	Stimulus		
		Thinking		
	<b>Related SEs</b>			
	<b>Data Analysis</b>			
	<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
	<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F			
	B/G			
C/H*				
D/J				
<b>Instructional Analysis</b>				
<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
<b>Concept</b>				

So What?	
Now What?	

A.6F	Analysis of Assessed Standards			
<p>2014 – Q12</p> <p><b>12</b> The length, in feet, of a small train at an amusement park can be modeled by the function <math>f(c) = 9c + 14</math>, where <math>c</math> is the number of passenger cars attached to the locomotive. The original passenger cars were replaced, and the length of the train is now modeled by the function <math>h(c) = 12c + 14</math>. Based on this information, which statement describes the change in this situation?</p> <p><b>F</b> The locomotive is now 9 feet long, and the length of each passenger car remained the same.</p> <p><b>G</b> The locomotive is now 12 feet long, and the length of each passenger car remained the same.</p> <p><b>H</b> Each passenger car is now 9 feet long, and the length of the locomotive remained the same.</p> <p><b>J</b> Each passenger car is now 12 feet long, and the length of the locomotive remained the same.</p> <p><b>* Correct answer (J)</b></p>	<b>Dual Coding</b>	<b>Content</b>	Readiness	
		<b>Process</b>		
	<b>PLC for PLC Analysis</b>	<b>Stimulus</b>		
		<b>Thinking</b>		
	<b>Related SEs</b>			
	<b>Data Analysis</b>			
	<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
	<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	<b>A/F</b>			
	<b>B/G</b>			
<b>C/H</b>				
<b>D/J*</b>				
<b>Instructional Analysis</b>				
<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
<b>Concept</b>				

A.6F	Analysis of Assessed Standards								
<p>2014 – Q36</p> <p><b>36</b> The table shows the functions used to determine the number of points earned every month by regular and elite members of a dining club who spend <math>d</math> dollars that month at participating restaurants.</p> <p style="text-align: center;">Dining Club Points</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Member Status</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Regular</td> <td><math>r = 5d + 100</math></td> </tr> <tr> <td>Elite</td> <td><math>e = 8d + 200</math></td> </tr> </tbody> </table> <p>Which statement describes the difference in these situations?</p> <p><b>F</b> Regular members earn 3 more points for every dollar spent and are automatically awarded 100 more points per month than elite members.</p> <p><b>G</b> Regular members earn 3 more points for every dollar spent and are automatically awarded 200 more points per month than elite members.</p> <p><b>H</b> Elite members earn 3 more points for every dollar spent and are automatically awarded 100 more points per month than regular members.</p> <p><b>J</b> Elite members earn 3 more points for every dollar spent and are automatically awarded 200 more points per month than regular members.</p> <p><b>* Correct answer (H)</b></p>	Member Status	Points Earned	Regular	$r = 5d + 100$	Elite	$e = 8d + 200$	<b>Dual Coding</b>	<b>Content</b>	Readiness
	Member Status	Points Earned							
	Regular	$r = 5d + 100$							
	Elite	$e = 8d + 200$							
	<b>Process</b>								
	<b>PLC for PLC Analysis</b>	<b>Stimulus</b>							
		<b>Thinking</b>							
	<b>Related SEs</b>								
	<b>Data Analysis</b>								
	<b>SE Level Data</b>		<b>State</b>	<b>Local</b>					
<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing						
<b>A/F</b>									
<b>B/G</b>									
<b>C/H*</b>									
<b>D/J</b>									
<b>Instructional Analysis</b>									
<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)								
<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4							
<b>Concept</b>									

So What?	
Now What?	



A.6F	Analysis of Assessed Standards				
<p>2014 – Q53</p> <p><b>53</b> The cost of staying at a hotel can be found using the function <math>y = 129x + 9.95</math>, where <math>x</math> is the number of days a guest stays at the hotel and <math>y</math> is the cost in dollars. The cost includes a flat fee for Internet access. If the fee for Internet access is not included, which statement is true?</p> <p><b>A</b> The cost is \$9.95 less per day.</p> <p><b>B</b> The cost is \$9.95 less.</p> <p><b>C</b> The cost is \$9.95 more per day.</p> <p><b>D</b> The cost is \$9.95 more.</p> <p><b>* Correct answer (B)</b></p>	Dual Coding	Content	Readiness		
		Process			
	PLC for PLC Analysis	Stimulus			
		Thinking			
	Related SEs				
	<b>Data Analysis</b>				
	SE Level Data		State	Local	
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F				
	*B/G				
C/H					
D/J					
<b>Instructional Analysis</b>					
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept					

A.6F	Analysis of Assessed Standards				
<p>2013 – Q14</p> <p>Students at a school will sell hats to raise money. There are some hats left over from last year, and 20 boxes of hats will be ordered this year. When the order arrives, the total number of hats the students will have can be determined using the function <math>f(x) = 48x + 37</math>, where <math>x</math> represents the number of boxes ordered. If the number of hats per box changes so that the situation is modeled by the function <math>h(x) = 24x + 37</math>, then how many fewer hats will the students have available to sell if they still order 20 boxes?</p> <p>Record your answer and fill in the bubbles on your answer document.</p> <p><b>* Correct answer (480)</b></p>	Dual Coding	Content	Readiness		
		Process			
	PLC for PLC Analysis	Stimulus			
		Thinking			
	Related SEs				
	<b>Data Analysis</b>				
	SE Level Data		State	Local	
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F				
	B/G				
C/H					
D/J					
<b>Instructional Analysis</b>					
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept					

So What?	
Now What?	

A.6F		Analysis of Assessed Standards			
<p>2013 – Q24</p> <p>An airplane's altitude in feet during its descent for landing can be found using the function <math>f(x) = -300x + 30,000</math>, where <math>x</math> represents the horizontal distance in miles from where the plane begins its descent. After new government regulations become law, the airplane's descent will be modeled by the function <math>g(x) = -300x + 30,500</math>. Which statement describes this change?</p> <p><b>F</b> The airplane starts its descent from an altitude 500 feet higher.</p> <p><b>G</b> The airplane starts its descent from an altitude 500 feet lower.</p> <p><b>H</b> The airplane descends 500 feet per horizontal mile faster.</p> <p><b>J</b> The airplane descends 500 feet per horizontal mile slower.</p> <p><b>* Correct answer (F)</b></p>	Dual Coding	Content	Readiness		
		Process			
	PLC for PLC Analysis	Stimulus			
		Thinking			
	Related SEs				
	<b>Data Analysis</b>				
	SE Level Data		State	Local	
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F*				
	B/G				
C/H					
D/J					
<b>Instructional Analysis</b>					
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept					

A.6F		Analysis of Assessed Standards			
<p>2013 – Q44</p> <p>The graph below shows the water level in a tank being drained at a constant rate.</p> <div style="text-align: center;"> </div> <p>If the rate at which the tank is drained is changed to 3 inches per hour and the initial water level stays the same, how would the time it takes to empty the tank be affected?</p> <p><b>F</b> It would take 4 fewer hours.                      <b>H</b> It would take 2 fewer hours.</p> <p><b>G</b> It would take 1.5 more hours.                      <b>J</b> It would take 2 more hours.</p> <p><b>* Correct answer (H)</b></p>	Dual Coding	Content	Readiness		
		Process			
	PLC for PLC Analysis	Stimulus			
		Thinking			
	Related SEs				
	<b>Data Analysis</b>				
	SE Level Data		State	Local	
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F				
	B/G				
C/H*					
D/J					
<b>Instructional Analysis</b>					
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept					

So What?	
Now What?	

A.6G	Analysis of Assessed Standards			
<p>2014 – Q34</p> <p><b>34</b> The mass of a substance varies directly with the volume of the substance. The volume of 100 kilograms of the substance is 80 liters. What is the volume, in liters, of 3.2 kilograms of this substance?</p> <p>Record your answer and fill in the bubbles on your answer document.</p> <p><b>* Correct answer (2.56)</b></p>	Dual Coding	Content	Supporting	
		Process		
	PLC for PLC Analysis	Stimulus		
		Thinking		
	Related SEs			
	Data Analysis			
	SE Level Data		State	Local
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F			
	B/G			
C/H				
D/J				
Instructional Analysis				
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept				

A.6G	Analysis of Assessed Standards			
<p>2013 – Q10</p> <p>The value of <math>y</math> varies directly with <math>x</math>. Which function represents the relationship between <math>x</math> and <math>y</math> if <math>y = \frac{20}{3}</math> when <math>x = 30</math>?</p> <p><b>F</b> <math>y = 200x</math></p> <p><b>G</b> <math>y = \frac{2}{9}x</math></p> <p><b>H</b> <math>y = \frac{110}{3}x</math></p> <p><b>J</b> <math>y = \frac{9}{2}x</math></p> <p><b>* Correct answer (G)</b></p>	Dual Coding	Content	Supporting	
		Process		
	PLC for PLC Analysis	Stimulus		
		Thinking		
	Related SEs			
	Data Analysis			
	SE Level Data		State	Local
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F			
	B/G*			
C/H				
D/J				
Instructional Analysis				
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept				

So What?	
Now What?	

<b>A.7A</b> analyze situations involving linear functions and formulate linear equations or inequalities to solve problems	<b>Units:</b>
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<b>A.7A</b>	<b>Analysis of Assessed Standards</b>			
<p>2014 – Q52</p> <p><b>52</b> A tennis player broke the old record for the most matches won in a tournament by at least 2 matches. Which inequality can be used to find all possible values of <math>t</math>, the number of matches the player won, in terms of <math>r</math>, the old record?</p> <p><b>F</b> <math>t \leq r - 2</math></p> <p><b>G</b> <math>t \geq 2r</math></p> <p><b>H</b> <math>t \leq \frac{r}{2}</math></p> <p><b>J</b> <math>t \geq r + 2</math></p> <p><b>* Correct answer (J)</b></p>	<b>Dual Coding</b>	Content	Supporting	
		Process		
	<b>PLC for PLC Analysis</b>	Stimulus		
		Thinking		
	<b>Related SEs</b>			
	<b>Data Analysis</b>			
	<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
	<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F			
	B/G			
C/H				
D/J*				
<b>Instructional Analysis</b>				
<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
<b>Concept</b>				

<b>A.7A</b>	<b>Analysis of Assessed Standards</b>			
<p>2013 – Q45</p> <p>An architect is designing an office building with <math>n</math> floors that will have an FM radio antenna 15.85 m tall on its roof. Each floor of the building will be 3.9 m high. Which function can be used to find the total height of the building in meters, including the FM antenna?</p> <p><b>A</b> <math>h(n) = 15.85n + 3.9</math></p> <p><b>B</b> <math>h(n) = 3.9n + 15.85</math></p> <p><b>C</b> <math>h(n) = 3.9n - 15.85</math></p> <p><b>D</b> <math>h(n) = 19.75n</math></p> <p><b>* Correct answer (B)</b></p>	<b>Dual Coding</b>	Content	Supporting	
		Process		
	<b>PLC for PLC Analysis</b>	Stimulus		
		Thinking		
	<b>Related SEs</b>			
	<b>Data Analysis</b>			
	<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
	<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
	A/F			
	*B/G			
C/H				
D/J				
<b>Instructional Analysis</b>				
<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
<b>Concept</b>				

So What?	
Now What?	

**A.7B** investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities

**Units:**

A.7B		Analysis of Assessed Standards			
<p>2014 – Q14</p> <p><b>14</b> A student bought concert tickets online. The total cost, <math>c</math>, in dollars, of <math>t</math> tickets can be found using the function below.</p> $c = 24.50t + 9.50$ <p>If the student spent a total of \$83 on tickets, how many tickets did he buy?</p> <p>Record your answer and fill in the bubbles on your answer document.</p> <p><b>* Correct answer (3)</b></p>	Dual Coding	Content	Readiness		
		Process			
	PLC for PLC Analysis	Stimulus			
		Thinking			
	Related SEs				
	<b>Data Analysis</b>				
	SE Level Data			State	Local
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F				
	B/G				
C/H					
D/J					
<b>Instructional Analysis</b>					
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept					

A.7B		Analysis of Assessed Standards			
<p>2014 – Q26</p> <p><b>26</b> The approximate distance in miles between Los Angeles and a commercial jet flying from Boston to Los Angeles can be found using the function <math>m = -475t + 2,650</math>, where <math>t</math> is the number of hours the jet has been flying. Which number of hours and minutes is closest to the amount of time that the jet has been flying if the jet is 1,500 miles from Los Angeles?</p> <p><b>F</b> 2 hours and 25 minutes  <b>G</b> 8 hours and 44 minutes  <b>H</b> 3 hours and 16 minutes  <b>J</b> 9 hours and 13 minutes</p> <p><b>* Correct answer (F)</b></p>	Dual Coding	Content	Readiness		
		Process			
	PLC for PLC Analysis	Stimulus			
		Thinking			
	Related SEs				
	<b>Data Analysis</b>				
	SE Level Data			State	Local
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F*				
	B/G				
C/H					
D/J					
<b>Instructional Analysis</b>					
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept					

So What?	
Now What?	

A.7B	Analysis of Assessed Standards				
<p>2014 – Q37</p> <p><b>37</b> Which of the following describes all the solutions to the inequality <math>5x + 7y \geq 22</math> when <math>y = -4</math>?</p> <p><b>A</b> <math>x \leq 10</math></p> <p><b>B</b> <math>x \leq -10</math></p> <p><b>C</b> <math>x \geq 10</math></p> <p><b>D</b> <math>x \geq -10</math></p> <p><b>* Correct answer (C)</b></p>	Dual Coding	Content	Readiness		
		Process			
	PLC for PLC Analysis	Stimulus			
		Thinking			
	Related SEs				
	Data Analysis				
	SE Level Data		State	Local	
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F				
	B/G				
*C/H					
D/J					
Instructional Analysis					
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept					

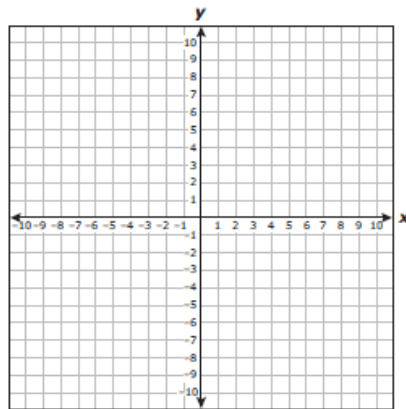
A.7B	Analysis of Assessed Standards				
<p>2013 – Q16</p> <p>A painter charges \$35 per hour for labor plus \$40 for a ladder rental when he paints a house. The customer provides the paint. The total charge to paint a customer's house was \$950. How many hours did the painter spend painting this house?</p> <p><b>F</b> <math>12\frac{2}{3}</math> h</p> <p><b>G</b> 28 h</p> <p><b>H</b> 23 h</p> <p><b>J</b> Not here</p> <p><b>* Correct answer (J)</b></p>	Dual Coding	Content	Readiness		
		Process			
	PLC for PLC Analysis	Stimulus			
		Thinking			
	Related SEs				
	Data Analysis				
	SE Level Data		State	Local	
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
	A/F				
	B/G				
C/H					
D/J*					
Instructional Analysis					
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)			
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
Concept					

So What?	
Now What?	

**A.7B**

2013 – Q31

Which coordinate pair is in the solution set for  $y < 1 - 6x$ ?



- A (1, 0)
- B (1, -1)
- C (0, 1)
- D (-1, 1)

\* Correct answer (D)

**Analysis of Assessed Standards**

Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
Related SEs			
<b>Data Analysis</b>			
SE Level Data		State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A/F			
B/G			
C/H			
*D/J			
<b>Instructional Analysis</b>			
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept			

**A.7B**

2013 – Q52

If  $y = -\frac{4}{5}x - 2$ , what is the value of  $x$  when  $y = -9$ ?

- F  $-\frac{35}{4}$
- G  $-\frac{55}{4}$
- H  $\frac{35}{4}$
- J  $\frac{55}{4}$

\* Correct answer (H)

**Analysis of Assessed Standards**

Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
Related SEs			
<b>Data Analysis</b>			
SE Level Data		State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
A/F			
B/G			
C/H*			
D/J			
<b>Instructional Analysis</b>			
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept			

So What?	
Now What?	

<p><b>A.7C</b></p> <p>2014 – Q31</p> <p><b>31</b> The measure of an obtuse angle is represented by <math>(9x + 27)^\circ</math>. Which is not a possible value for <math>x</math>?</p> <p><b>A</b> 7.1  <b>B</b> 12.3  <b>C</b> 16.9  <b>D</b> 6.8</p> <p><b>* Correct answer (D)</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3" style="text-align: center;">Analysis of Assessed Standards</th> </tr> <tr> <td rowspan="2" style="width: 20%; text-align: center; vertical-align: middle;"><b>Dual Coding</b></td> <td style="width: 15%; text-align: center;">Content</td> <td style="width: 65%;">Supporting</td> </tr> <tr> <td style="text-align: center;">Process</td> <td></td> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;"><b>PLC for PLC Analysis</b></td> <td style="text-align: center;">Stimulus</td> <td></td> </tr> <tr> <td style="text-align: center;">Thinking</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">Related SEs</td> </tr> <tr> <th colspan="3" style="text-align: center;">Data Analysis</th> </tr> <tr> <td colspan="2" style="text-align: center;">SE Level Data</td> <td style="text-align: center;">State      Local</td> </tr> <tr> <td style="text-align: center;">Item</td> <td style="text-align: center;">State</td> <td style="text-align: center;">Local</td> </tr> <tr> <td style="text-align: center;">A/F</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">B/G</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">C/H</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">*D/J</td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">Error Type</td> </tr> <tr> <td colspan="3"> <input type="checkbox"/> Procedural  <input type="checkbox"/> Application  <input type="checkbox"/> Conceptual  <input type="checkbox"/> Guessing         </td> </tr> <tr> <th colspan="3" style="text-align: center;">Instructional Analysis</th> </tr> <tr> <td style="text-align: center;">Evidence of Transfer</td> <td colspan="2"> <input type="checkbox"/> Similar to examples (taught)  <input type="checkbox"/> Requires application (learned)         </td> </tr> <tr> <td style="text-align: center;">Depth of Knowledge</td> <td> <input type="checkbox"/> Level 1  <input type="checkbox"/> Level 2         </td> <td> <input type="checkbox"/> Level 3  <input type="checkbox"/> Level 4         </td> </tr> <tr> <td colspan="3" style="text-align: center;">Concept</td> </tr> </table>	Analysis of Assessed Standards			<b>Dual Coding</b>	Content	Supporting	Process		<b>PLC for PLC Analysis</b>	Stimulus		Thinking		Related SEs			Data Analysis			SE Level Data		State      Local	Item	State	Local	A/F			B/G			C/H			*D/J			Error Type			<input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing			Instructional Analysis			Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	Concept		
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<p><b>A.7C</b></p> <p>2013 – Q37</p> <p>The average annual rainfall for a particular city is 33.2 inches. In the first 30 weeks of this year, the city received a total of 9.7 inches of rain. If it is expected to rain between 1.5 and 2.1 inches per week through the end of the year, what is a reasonable number of additional weeks needed for this city to reach its average annual rainfall?</p> <p><b>A</b> 23 weeks  <b>B</b> 13 weeks  <b>C</b> 9 weeks  <b>D</b> 16 weeks</p> <p><b>* Correct answer (B)</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3" style="text-align: center;">Analysis of Assessed Standards</th> </tr> <tr> <td rowspan="2" style="width: 20%; text-align: center; vertical-align: middle;"><b>Dual Coding</b></td> <td style="width: 15%; text-align: center;">Content</td> <td style="width: 65%;">Supporting</td> </tr> <tr> <td style="text-align: center;">Process</td> <td></td> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;"><b>PLC for PLC Analysis</b></td> <td style="text-align: center;">Stimulus</td> <td></td> </tr> <tr> <td style="text-align: center;">Thinking</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">Related SEs</td> </tr> <tr> <th colspan="3" style="text-align: center;">Data Analysis</th> </tr> <tr> <td colspan="2" style="text-align: center;">SE Level Data</td> <td style="text-align: center;">State      Local</td> </tr> <tr> <td style="text-align: center;">Item</td> <td style="text-align: center;">State</td> <td style="text-align: center;">Local</td> </tr> <tr> <td style="text-align: center;">A/F</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">*B/G</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">C/H</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">D/J</td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">Error Type</td> </tr> <tr> <td colspan="3"> <input type="checkbox"/> Procedural  <input type="checkbox"/> Application  <input type="checkbox"/> Conceptual  <input type="checkbox"/> Guessing         </td> </tr> <tr> <th colspan="3" style="text-align: center;">Instructional Analysis</th> </tr> <tr> <td style="text-align: center;">Evidence of Transfer</td> <td colspan="2"> <input type="checkbox"/> Similar to examples (taught)  <input type="checkbox"/> Requires application (learned)         </td> </tr> <tr> <td style="text-align: center;">Depth of Knowledge</td> <td> <input type="checkbox"/> Level 1  <input type="checkbox"/> Level 2         </td> <td> <input type="checkbox"/> Level 3  <input type="checkbox"/> Level 4         </td> </tr> <tr> <td colspan="3" style="text-align: center;">Concept</td> </tr> </table>	Analysis of Assessed Standards			<b>Dual Coding</b>	Content	Supporting	Process		<b>PLC for PLC Analysis</b>	Stimulus		Thinking		Related SEs			Data Analysis			SE Level Data		State      Local	Item	State	Local	A/F			*B/G			C/H			D/J			Error Type			<input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing			Instructional Analysis			Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	Concept		
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So What?	
Now What?	



**A.8A** analyze situations and formulate systems of linear equations in two unknowns to solve problems

**Units:**

A.8A	Analysis of Assessed Standards			
<p>2014 – Q6</p> <p><b>6</b> A college student needs 11 classes that are worth a total of 40 credits in order to complete her degree. The college offers both 4-credit classes and 3-credit classes. Which system of equations can be used to determine <math>f</math>, the number of 4-credit classes the student can take to complete her degree, and <math>h</math>, the number of 3-credit classes?</p> <p><b>F</b> <math>f + h = 40</math> <math>4h + 3f = 11</math></p> <p><b>G</b> <math>f + h = 11</math> <math>4h + 3f = 40</math></p> <p><b>H</b> <math>f + h = 40</math> <math>4f + 3h = 11</math></p> <p><b>J</b> <math>f + h = 11</math> <math>4f + 3h = 40</math></p> <p><b>* Correct answer (J)</b></p>	Dual Coding	Content	Supporting	
		Process		
	PLC for PLC Analysis	Stimulus		
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	Related SEs			
	Data Analysis			
	SE Level Data		State	Local
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				

A.8A	Analysis of Assessed Standards			
<p>2013 – Q12</p> <p>There are 9 books stacked on a shelf. The thickness of each book is either 1 inch or 2 inches. The height of the stack of 9 books is 14 inches. Which system of equations can be used to determine <math>x</math>, the number of 1-inch-thick books in the stack, and <math>y</math>, the number of 2-inch-thick books?</p> <p><b>F</b> <math>x + y = 14</math> <math>2x + y = 9</math></p> <p><b>G</b> <math>x + y = 14</math> <math>x + 2y = 9</math></p> <p><b>H</b> <math>x + y = 9</math> <math>x + 2y = 14</math></p> <p><b>J</b> <math>x + y = 9</math> <math>2x + y = 14</math></p> <p><b>* Correct answer (H)</b></p>	Dual Coding	Content	Supporting	
		Process		
	PLC for PLC Analysis	Stimulus		
		Thinking		
	Related SEs			
	Data Analysis			
	SE Level Data		State	Local
	Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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Instructional Analysis				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				

So What?	
Now What?	

**A.8B** solve systems of linear equations using concrete models, graphs, tables, and algebraic methods

**Units:**

A.8B		Analysis of Assessed Standards		
2014 – Q11  <b>11</b> What is the value of $x$ in the solution to the system of equations below?  $15x - 12y = 13$ $30x + 9y = 4$  <b>A</b> $-\frac{17}{3}$  <b>B</b> $\frac{1}{3}$  <b>C</b> $-\frac{2}{3}$  <b>D</b> $\frac{1}{6}$  * Correct answer (B)		Dual Coding	Content	Readiness
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
		Related SEs		
Data Analysis				
SE Level Data		State	Local	
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
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*B/G				
C/H				
D/J				
Instructional Analysis				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				

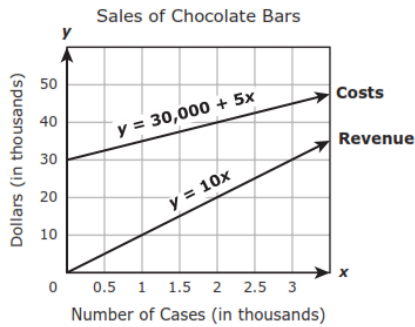
A.8B		Analysis of Assessed Standards		
2014 – Q20  <b>20</b> There are 156 laptops and desktop computers in a lab. There are 8 more laptops than desktop computers. What is the total number of laptops in the lab?  Record your answer and fill in the bubbles on your answer document.  * Correct answer (82)		Dual Coding	Content	Readiness
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
		Related SEs		
Data Analysis				
SE Level Data		State	Local	
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
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Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				

So What?	
Now What?	

**A.8B**

2014 – Q49

49 A candy company sells cases of chocolate bars. The company has fixed costs of \$30,000, and each case of chocolate bars costs an additional \$5 to make. The company sells each case for \$10. The graph of a system of linear equations representing this company's costs and revenue for manufacturing and selling  $x$  cases of chocolate bars is shown below.



How many cases of chocolate bars will this company need to sell in order for costs and revenue to be equal?

- A 3,500
- B 6,000
- C 35,000
- D 60,000

\* Correct answer (B)

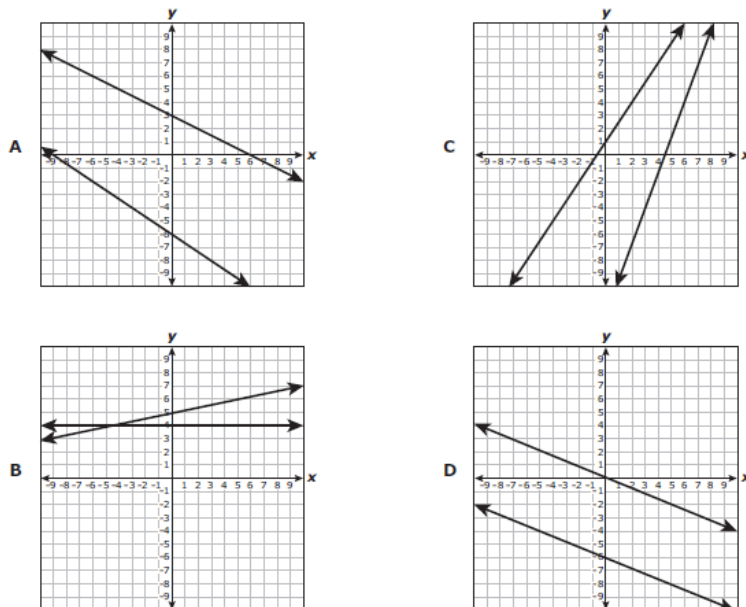
**Analysis of Assessed Standards**

Dual Coding	Content	Readiness
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Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3
	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4
Concept		

**A.8B**

2013 – Q3

Which of the following graphs best represents a system of equations that has no solution?



\* Correct answer (D)

**Analysis of Assessed Standards**

Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
<b>Data Analysis</b>		
SE Level Data	State	Local
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<b>Instructional Analysis</b>		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3
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Concept		

So What?

Now What?

A.8B		Analysis of Assessed Standards			
2013 – Q26  What is the value of $x$ in the solution to the system of equations below?  $6x + 3y = 13$ $3x - y = 4$		Dual Coding	Content	Readiness	
			Process		
		PLC for PLC Analysis	Stimulus		
			Thinking		
		Related SEs			
F 1  G $\frac{5}{3}$  H $\frac{8}{3}$  J $\frac{7}{3}$  * Correct answer (G)		Data Analysis			
		SE Level Data		State	Local
		Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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		B/G*			
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		Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
Concept					

A.8B		Analysis of Assessed Standards			
2013 – Q40  A high school band held a bake sale. The number of cupcakes sold was four more than twice the number of cookies sold. The band sold a total of 52 cupcakes and cookies. How many cupcakes were sold?		Dual Coding	Content	Readiness	
			Process		
		PLC for PLC Analysis	Stimulus		
			Thinking		
		Related SEs			
F 28  G 16  H 36  J 24  * Correct answer (H)		Data Analysis			
		SE Level Data		State	Local
		Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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		C/H*			
		D/J			
		Instructional Analysis			
		Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
		Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
Concept					

So What?	
Now What?	

A.8C	Analysis of Assessed Standards			
<p>2014 – Q46</p> <p><b>46</b> A boy has 380 prize tickets he wants to exchange for action figures at a prize booth. At this prize booth 5 tickets can be exchanged for a large action figure, and 7 tickets can be exchanged for 2 small action figures. The boy wants 4 times as many small action figures as large action figures. Based on this information, can the boy get 80 small action figures?</p> <p><b>F</b> No, because he would not have enough tickets for 20 large action figures</p> <p><b>G</b> Yes, because he would still have enough tickets for 320 large action figures</p> <p><b>H</b> No, because he would not have enough tickets for 320 large action figures</p> <p><b>J</b> Yes, because he would still have enough tickets for 20 large action figures</p> <p><b>* Correct answer (J)</b></p>	<b>Dual Coding</b>	<b>Content</b>	Supporting	
		<b>Process</b>		
	<b>PLC for PLC Analysis</b>	<b>Stimulus</b>		
		<b>Thinking</b>		
	<b>Related SEs</b>			
	<b>Data Analysis</b>			
	<b>SE Level Data</b>		<b>State</b>	<b>Local</b>
	<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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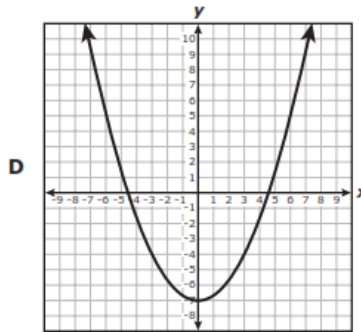
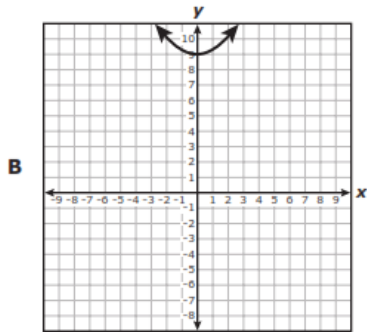
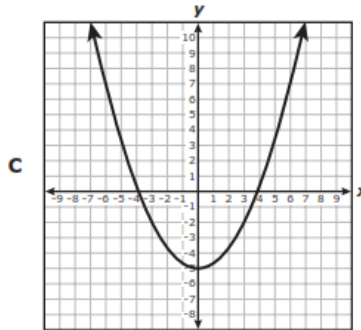
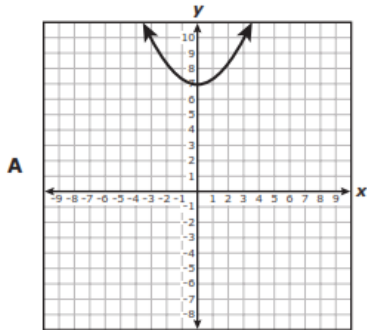
A.8C	Analysis of Assessed Standards			
<p>2013 – Q23</p> <p>The sophomore class needs a combined total of 216 medium and large T-shirts for field day. The number of medium T-shirts needed is three times the number of large T-shirts needed. Based on this information, would it be reasonable for the sophomore class to order 72 large T-shirts and 144 medium T-shirts?</p> <p><b>A</b> No, because the number of medium T-shirts is not 3 times the number of large T-shirts</p> <p><b>B</b> No, because the number of large T-shirts is not 3 times the number of medium T-shirts</p> <p><b>C</b> Yes, because the total number of T-shirts is 216</p> <p><b>D</b> Yes, because the number of large T-shirts is <math>\frac{1}{3}</math> of the total number of T-shirts</p> <p><b>* Correct answer (A)</b></p>	<b>Dual Coding</b>	<b>Content</b>	Supporting	
		<b>Process</b>		
	<b>PLC for PLC Analysis</b>	<b>Stimulus</b>		
		<b>Thinking</b>		
	<b>Related SEs</b>			
	<b>Data Analysis</b>			
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	<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing
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<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4		
<b>Concept</b>				

So What?	
Now What?	

A.9C

2014 – Q33

33 Which graph can be obtained by translating the graph of  $h(x) = 0.33x^2 + 2$  down 7 units?



\* Correct answer (C)

Analysis of Assessed Standards

Dual Coding	Content	Supporting
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	

Related SEs

Data Analysis

SE Level Data			State	Local
Item	State	Local	Error Type <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
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*C/H				
D/J				

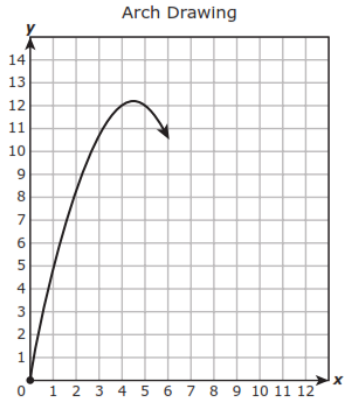
Instructional Analysis

Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
Concept		
Concept		

So What?	
Now What?	

A.9D		Analysis of Assessed Standards		
2014 – Q21  21 Which statement about the quadratic functions below is false?  $f(x) = -\frac{3}{4}x^2 + 6$ $g(x) = -2x^2 - 5$ $h(x) = \frac{1}{4}x^2 + 1$  A The graphs of two of these functions have a minimum point. B The graphs of all these functions have the same axis of symmetry. C The graphs of two of these functions do not cross the x-axis. D The graphs of all these functions have different y-intercepts.		Dual Coding	Content	Readiness
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
Related SEs				
<b>Data Analysis</b>				
SE Level Data			State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
*A/F				
B/G				
C/H				
D/J				
<b>Instructional Analysis</b>				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				

\* Correct answer (A)

A.9D		Analysis of Assessed Standards		
2014 – Q43  43 An architecture student is drawing a graph of an arch. As shown below, the arch has the shape of a parabola that begins at the origin and has a vertex at (4.6, 12.2).  		Dual Coding	Content	Readiness
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
Related SEs				
<b>Data Analysis</b>				
SE Level Data			State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
A/F				
*B/G				
C/H				
D/J				
<b>Instructional Analysis</b>				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				

Other than the origin, at which point will the graph intersect the x-axis?

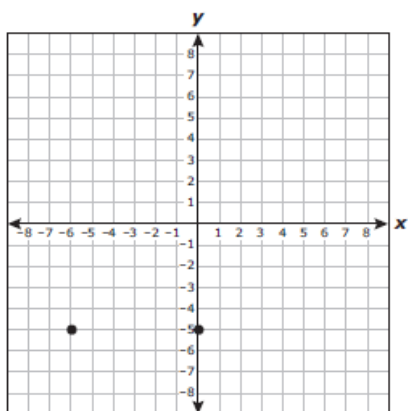
- A (12.2, 0)
- B (9.2, 0)
- C (4.6, 0)
- D (10.6, 0)

\* Correct answer (B)

So What?	
Now What?	

A.9D		Analysis of Assessed Standards		
2013 – Q2  What is the vertex of the graph of the quadratic function $f(x) = x^2 + 6x + 10$ ?  <b>F</b> (3, -1)  <b>G</b> (-3, -1)  <b>H</b> (-3, 1)  <b>J</b> (3, 1)		Dual Coding	Content	Readiness
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
		Related SEs		
			Data Analysis	
SE Level Data		State	Local	
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
A/F				
B/G				
C/H*				
D/J				
<b>Instructional Analysis</b>				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				
* Correct answer (H)				

A.9D		Analysis of Assessed Standards		
2013 – Q41  Two points on the graph of a quadratic function are shown on the grid below.		Dual Coding	Content	Readiness
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
		Related SEs		
			Data Analysis	
SE Level Data		State	Local	
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
*A/F				
B/G				
C/H				
D/J				
<b>Instructional Analysis</b>				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				
What is the equation for the axis of symmetry of the graph of this function?  <b>A</b> $x = -3$  <b>B</b> $y = -3$  <b>C</b> $x = -5$  <b>D</b> $y = -5$				
* Correct answer (A)				



So What?	
Now What?	



A.10A	Analysis of Assessed Standards																																																																									
<p>2014 – Q13</p> <p>13 The table of values for quadratic function <math>g</math> is shown below.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px 5px;"><math>x</math></th> <th style="padding: 2px 5px;"><math>g(x)</math></th> </tr> </thead> <tbody> <tr><td style="padding: 2px 5px;">-3</td><td style="padding: 2px 5px;">48</td></tr> <tr><td style="padding: 2px 5px;">-2</td><td style="padding: 2px 5px;">30</td></tr> <tr><td style="padding: 2px 5px;">-1</td><td style="padding: 2px 5px;">16</td></tr> <tr><td style="padding: 2px 5px;">0</td><td style="padding: 2px 5px;">6</td></tr> <tr><td style="padding: 2px 5px;">2</td><td style="padding: 2px 5px;">-2</td></tr> <tr><td style="padding: 2px 5px;">3</td><td style="padding: 2px 5px;">0</td></tr> <tr><td style="padding: 2px 5px;">4</td><td style="padding: 2px 5px;">6</td></tr> <tr><td style="padding: 2px 5px;">6</td><td style="padding: 2px 5px;">30</td></tr> </tbody> </table> <p>If 1 is a solution to <math>g(x) = 0</math>, what is the other solution?</p> <p>A -1 B 3 C 6 D -2</p> <p><b>* Correct answer (B)</b></p>	$x$	$g(x)$	-3	48	-2	30	-1	16	0	6	2	-2	3	0	4	6	6	30	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 20%;"><b>Dual Coding</b></td> <td style="width: 15%;"><b>Content</b></td> <td style="width: 15%;">Readiness</td> </tr> <tr> <td><b>Process</b></td> <td></td> </tr> <tr> <td rowspan="2"><b>PLC for PLC Analysis</b></td> <td><b>Stimulus</b></td> <td></td> </tr> <tr> <td><b>Thinking</b></td> <td></td> </tr> <tr> <td><b>Related SEs</b></td> <td colspan="2"></td> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="3" style="text-align: center;"><b>Data Analysis</b></td> </tr> <tr> <td colspan="2"><b>SE Level Data</b></td> <td style="text-align: center;"><b>State</b></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: center;"><b>Local</b></td> </tr> <tr> <td style="text-align: center;"><b>Item</b></td> <td style="text-align: center;"><b>State</b></td> <td style="text-align: center;"><b>Local</b></td> </tr> <tr> <td style="text-align: center;">A/F</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">*B/G</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">C/H</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">D/J</td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>Error Type</b></td> </tr> <tr> <td colspan="3"> <input type="checkbox"/> Procedural  <input type="checkbox"/> Application  <input type="checkbox"/> Conceptual  <input type="checkbox"/> Guessing                 </td> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="3" style="text-align: center;"><b>Instructional Analysis</b></td> </tr> <tr> <td style="text-align: center;"><b>Evidence of Transfer</b></td> <td colspan="2"> <input type="checkbox"/> Similar to examples (taught)  <input type="checkbox"/> Requires application (learned)                 </td> </tr> <tr> <td style="text-align: center;"><b>Depth of Knowledge</b></td> <td> <input type="checkbox"/> Level 1  <input type="checkbox"/> Level 2                 </td> <td> <input type="checkbox"/> Level 3  <input type="checkbox"/> Level 4                 </td> </tr> <tr> <td style="text-align: center;"><b>Concept</b></td> <td colspan="2"></td> </tr> </table>	<b>Dual Coding</b>	<b>Content</b>	Readiness	<b>Process</b>		<b>PLC for PLC Analysis</b>	<b>Stimulus</b>		<b>Thinking</b>		<b>Related SEs</b>			<b>Data Analysis</b>			<b>SE Level Data</b>		<b>State</b>			<b>Local</b>	<b>Item</b>	<b>State</b>	<b>Local</b>	A/F			*B/G			C/H			D/J			<b>Error Type</b>			<input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing			<b>Instructional Analysis</b>			<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	<b>Concept</b>		
$x$	$g(x)$																																																																									
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A.10A	Analysis of Assessed Standards																																																							
<p>2014 – Q24</p> <p>24 What are the solutions to the equation <math>x^2 - 4x = -1</math>?</p> <p>F <math>x = \frac{-4 \pm \sqrt{20}}{2}</math></p> <p>G <math>x = \frac{4 \pm \sqrt{12}}{2}</math></p> <p>H <math>x = \frac{-4 \pm \sqrt{12}}{2}</math></p> <p>J <math>x = \frac{4 \pm \sqrt{20}}{2}</math></p> <p><b>* Correct answer (G)</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 20%;"><b>Dual Coding</b></td> <td style="width: 15%;"><b>Content</b></td> <td style="width: 15%;">Readiness</td> </tr> <tr> <td><b>Process</b></td> <td></td> </tr> <tr> <td rowspan="2"><b>PLC for PLC Analysis</b></td> <td><b>Stimulus</b></td> <td></td> </tr> <tr> <td><b>Thinking</b></td> <td></td> </tr> <tr> <td><b>Related SEs</b></td> <td colspan="2"></td> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="3" style="text-align: center;"><b>Data Analysis</b></td> </tr> <tr> <td colspan="2"><b>SE Level Data</b></td> <td style="text-align: center;"><b>State</b></td> </tr> <tr> <td colspan="2"></td> <td style="text-align: center;"><b>Local</b></td> </tr> <tr> <td style="text-align: center;"><b>Item</b></td> <td style="text-align: center;"><b>State</b></td> <td style="text-align: center;"><b>Local</b></td> </tr> <tr> <td style="text-align: center;">A/F</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">B/G*</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">C/H</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">D/J</td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>Error Type</b></td> </tr> <tr> <td colspan="3"> <input type="checkbox"/> Procedural  <input type="checkbox"/> Application  <input type="checkbox"/> Conceptual  <input type="checkbox"/> Guessing                 </td> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="3" style="text-align: center;"><b>Instructional Analysis</b></td> </tr> <tr> <td style="text-align: center;"><b>Evidence of Transfer</b></td> <td colspan="2"> <input type="checkbox"/> Similar to examples (taught)  <input type="checkbox"/> Requires application (learned)                 </td> </tr> <tr> <td style="text-align: center;"><b>Depth of Knowledge</b></td> <td> <input type="checkbox"/> Level 1  <input type="checkbox"/> Level 2                 </td> <td> <input type="checkbox"/> Level 3  <input type="checkbox"/> Level 4                 </td> </tr> <tr> <td style="text-align: center;"><b>Concept</b></td> <td colspan="2"></td> </tr> </table>	<b>Dual Coding</b>	<b>Content</b>	Readiness	<b>Process</b>		<b>PLC for PLC Analysis</b>	<b>Stimulus</b>		<b>Thinking</b>		<b>Related SEs</b>			<b>Data Analysis</b>			<b>SE Level Data</b>		<b>State</b>			<b>Local</b>	<b>Item</b>	<b>State</b>	<b>Local</b>	A/F			B/G*			C/H			D/J			<b>Error Type</b>			<input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing			<b>Instructional Analysis</b>			<b>Evidence of Transfer</b>	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		<b>Depth of Knowledge</b>	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	<b>Concept</b>		
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So What?	
Now What?	

A.10A	Analysis of Assessed Standards				
2014 – Q40  <b>40</b> Which statement about the quadratic equation below is true?  $-4.5x^2 + 72 = 0$  <b>F</b> The equation has $x = 4$ as its only solution.  <b>G</b> The equation has no real solutions.  <b>H</b> The equation has $x = 4$ and $x = -4$ as its only solutions.  <b>J</b> The equation has an infinite number of solutions.  * Correct answer (H)	Dual Coding	Content	Readiness		
		Process			
	PLC for PLC Analysis	Stimulus			
		Thinking			
	Related SEs				
	Data Analysis				
	SE Level Data		State	Local	
	Item	State	Local	Error Type	
	A/F			<input type="checkbox"/> Procedural	
	B/G			<input type="checkbox"/> Application	
C/H*			<input type="checkbox"/> Conceptual		
D/J			<input type="checkbox"/> Guessing		
Instructional Analysis					
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught)			
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Depth of Knowledge		<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3		
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Concept					

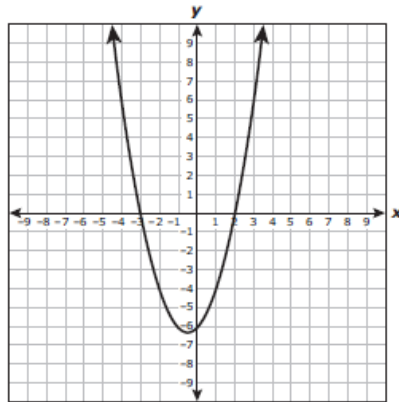
A.10A	Analysis of Assessed Standards				
2013 – Q15  What is the solution set for the quadratic equation $x^2 - 16 = 0$ ?  <b>A</b> {4}  <b>B</b> {-4, 4}  <b>C</b> {256}  <b>D</b> {-256, 256}  * Correct answer (B)	Dual Coding	Content	Readiness		
		Process			
	PLC for PLC Analysis	Stimulus			
		Thinking			
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	Data Analysis				
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Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught)			
		<input type="checkbox"/> Requires application (learned)			
Depth of Knowledge		<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 3		
		<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 4		
Concept					

So What?	
Now What?	

**A.10A**

2013 – Q28

The function  $y = x^2 + x - 6$  is graphed below.



What are the values of  $x$  when  $x^2 + x - 6 = -4$ ?

- F**  $x = -4$  and  $x = 6$
- G**  $x = -2$  and  $x = 1$
- H**  $x = -3$  and  $x = 2$
- J**  $x = -5$  and  $x = -6$

\* Correct answer (G)

**Analysis of Assessed Standards**

Dual Coding	Content	Readiness
	Process	
PLC for PLC Analysis	Stimulus	
	Thinking	
Related SEs		
<b>Data Analysis</b>		
SE Level Data		State      Local
Item	State	Local
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B/G*		
C/H		
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<b>Instructional Analysis</b>		
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
Concept		

So What?	
Now What?	

**A.10A**

2013 – Q34

A table of values for the quadratic function  $f$  is shown below.

$x$	$f(x)$
-8	-2.75
-7	0
-6	2.25
-5	4
-4	5.25
-3	6
-2	6.25
-1	6
0	5.25
1	4

If 3 is one solution to  $f(x) = 0$ , what is the value of the other solution?

Record your answer and fill in the bubbles on your answer document.

\* Correct answer (-7)

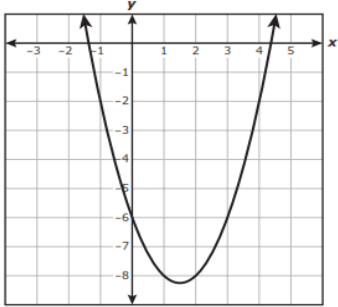
**Analysis of Assessed Standards**

Dual Coding	Content	Readiness	
	Process		
PLC for PLC Analysis	Stimulus		
	Thinking		
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<b>Instructional Analysis</b>			
Evidence of Transfer	<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept			

So What?	
Now What?	

**A.10B** make connections among the solutions (roots) of quadratic equations, the zeros of their related functions, and the horizontal intercepts (x-intercepts) of the graph of the function

**Units:**

<b>A.10B</b>	<b>Analysis of Assessed Standards</b>		
<p>2014 – Q5</p> <p>5 The graph of quadratic function <math>g</math> is shown below.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Based on the graph, between which two values of <math>x</math> is a zero of <math>g</math> located?</p> <p><b>A</b> -9 and -8  <b>B</b> 1 and 2  <b>C</b> -7 and -5  <b>D</b> 4 and 5</p> <p><b>* Correct answer (D)</b></p>	<b>Dual Coding</b>	<b>Content</b>	Supporting
	<b>PLC for PLC Analysis</b>	<b>Process</b>	
	<b>Related SEs</b>	<b>Stimulus</b>	<b>Thinking</b>
<b>Data Analysis</b>			
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<b>B/G</b>			
<b>C/H</b>			
<b>*D/J</b>			
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<b>Depth of Knowledge</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
<b>Concept</b>			

<b>A.10B</b>	<b>Analysis of Assessed Standards</b>		
<p>2013 – Q46</p> <p>What are the <math>x</math>-intercepts of the graph of the quadratic function <math>f(x) = 5x^2 + 4x - 1</math>?</p> <p><b>F</b> <math>\frac{1}{5}</math> and <math>-1</math>  <b>G</b> <math>-\frac{1}{5}</math> and <math>1</math>  <b>H</b> <math>0</math> and <math>-1</math>  <b>J</b> <math>-\frac{2}{5}</math> and <math>1\frac{2}{5}</math></p> <p><b>* Correct answer (F)</b></p>	<b>Dual Coding</b>	<b>Content</b>	Supporting
	<b>PLC for PLC Analysis</b>	<b>Process</b>	
	<b>Related SEs</b>	<b>Stimulus</b>	<b>Thinking</b>
<b>Data Analysis</b>			
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<b>B/G</b>			
<b>C/H</b>			
<b>D/J</b>			
<b>Instructional Analysis</b>			
<b>Evidence of Transfer</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)	
<b>Depth of Knowledge</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4
<b>Concept</b>			

So What?	
Now What?	

**A.11A** use patterns to generate the laws of exponents and apply them in problem-solving situations

**Units:**

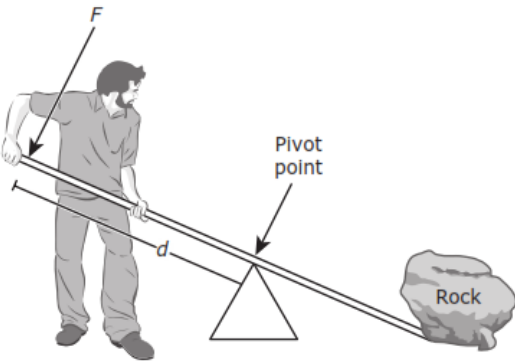
A.11A		Analysis of Assessed Standards		
2014 – Q50  <b>50</b> Which expression is equivalent to $\frac{z^a \cdot z^b}{z^c}$ ?  <b>F</b> $z^{(a-b-c)}$ <b>G</b> $z^{(a-b+c)}$ <b>H</b> $z^{(a+b-c)}$ <b>J</b> $z^{(a+b+c)}$		Dual Coding	Content	Supporting
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
Related SEs				
<b>Data Analysis</b>				
SE Level Data			State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
A/F				
B/G				
C/H*				
D/J				
<b>Instructional Analysis</b>				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				
* Correct answer (H)				

A.11A		Analysis of Assessed Standards		
2013 – Q51  Which expression is equivalent to $\frac{12x^6y^{-4}z^2}{3x^2y^{-6}z^3}$ ?  <b>A</b> $\frac{9x^8z^5}{y^{-10}}$ <b>B</b> $\frac{4x^8z^5}{y^{-10}}$ <b>C</b> $\frac{9x^4y^2}{z}$ <b>D</b> $\frac{4x^4y^2}{z}$		Dual Coding	Content	Supporting
			Process	
		PLC for PLC Analysis	Stimulus	
			Thinking	
Related SEs				
<b>Data Analysis</b>				
SE Level Data			State	Local
Item	State	Local	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing	
A/F				
B/G				
C/H				
*D/J				
<b>Instructional Analysis</b>				
Evidence of Transfer		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		
Depth of Knowledge		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	
Concept				
* Correct answer (D)				

So What?	
Now What?	

**A.11B** analyze data and represent situations involving inverse variation using concrete models, tables, graphs, or algebraic methods

**Units:**

<b>A.11B</b>		<b>Analysis of Assessed Standards</b>																																																												
<p>2014 – Q18</p> <p><b>18</b> A farmer uses a lever to move a large rock. The force required to move the rock varies inversely with the distance from the pivot point to the point the force is applied. A force of 50 pounds applied to the lever 36 inches from the pivot point of the lever will move the rock. Which function models the relationship between <math>F</math>, the amount of force applied to the lever, and <math>d</math>, the distance of the applied force from the pivot point?</p> <div style="text-align: center; margin: 10px 0;">  </div> <div style="margin-top: 20px;"> <p><b>F</b> <math>d = \frac{F}{1,800}</math></p> <p><b>G</b> <math>d = \frac{86}{F}</math></p> <p><b>H</b> <math>F = \frac{1,800}{d}</math></p> <p><b>J</b> <math>F = \frac{d}{86}</math></p> </div> <p><b>* Correct answer (H)</b></p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;"><b>Dual Coding</b></td> <td style="text-align: center;"><b>Content</b></td> <td colspan="2" style="text-align: center;">Supporting</td> </tr> <tr> <td style="text-align: center;"><b>Process</b></td> <td colspan="2"></td> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;"><b>PLC for PLC Analysis</b></td> <td style="text-align: center;"><b>Stimulus</b></td> <td colspan="2"></td> </tr> <tr> <td style="text-align: center;"><b>Thinking</b></td> <td colspan="2"></td> </tr> <tr> <td colspan="4" style="text-align: center;"><b>Related SEs</b></td> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="4" style="text-align: center;"><b>Data Analysis</b></td> </tr> <tr> <td colspan="3" style="text-align: center;"><b>SE Level Data</b></td> <td style="text-align: center;"><b>State</b></td> <td style="text-align: center;"><b>Local</b></td> </tr> <tr> <td style="text-align: center;"><b>Item</b></td> <td style="text-align: center;"><b>State</b></td> <td style="text-align: center;"><b>Local</b></td> <td colspan="2" rowspan="5" style="text-align: center; vertical-align: top;"> <b>Error Type</b>  <input type="checkbox"/> Procedural  <input type="checkbox"/> Application  <input type="checkbox"/> Conceptual  <input type="checkbox"/> Guessing                 </td> </tr> <tr> <td style="text-align: center;">A/F</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">B/G</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">C/H*</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">D/J</td> <td></td> <td></td> </tr> <tr style="background-color: #e0e0e0;"> <td colspan="4" style="text-align: center;"><b>Instructional Analysis</b></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Evidence of Transfer</b></td> <td colspan="2" style="text-align: center;"> <input type="checkbox"/> Similar to examples (taught)  <input type="checkbox"/> Requires application (learned)                 </td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Depth of Knowledge</b></td> <td style="text-align: center;"> <input type="checkbox"/> Level 1  <input type="checkbox"/> Level 2                 </td> <td style="text-align: center;"> <input type="checkbox"/> Level 3  <input type="checkbox"/> Level 4                 </td> </tr> <tr> <td colspan="4" style="text-align: center;"><b>Concept</b></td> </tr> </table>	<b>Dual Coding</b>	<b>Content</b>	Supporting		<b>Process</b>			<b>PLC for PLC Analysis</b>	<b>Stimulus</b>			<b>Thinking</b>			<b>Related SEs</b>				<b>Data Analysis</b>				<b>SE Level Data</b>			<b>State</b>	<b>Local</b>	<b>Item</b>	<b>State</b>	<b>Local</b>	<b>Error Type</b> <input type="checkbox"/> Procedural <input type="checkbox"/> Application <input type="checkbox"/> Conceptual <input type="checkbox"/> Guessing		A/F			B/G			C/H*			D/J			<b>Instructional Analysis</b>				<b>Evidence of Transfer</b>		<input type="checkbox"/> Similar to examples (taught) <input type="checkbox"/> Requires application (learned)		<b>Depth of Knowledge</b>		<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4	<b>Concept</b>			
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So What?	
Now What?	

				Analysis of Assessed Standards						
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